

**USING A FOUR-PHASE TECHNIQUE TO IMPROVE
THE STUDENTS' IMAGINATIVE WRITING SKILLS
(A Classroom Action Research at the Eleventh Grade Students of
SMA Negeri 2 Sukoharjo in the Academic Year of 2009/2010)**

THESIS



Written by:

AHMAD DADANG PRAMUSINTA
NIM S890908202

Submitted as a Partial Fulfillment of the Requirements for
the Attainment of Graduate Degree in English Education

**ENGLISH EDUCATION PROGRAM
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA
2010**

CHAPTER I INTRODUCTION

A. Background of the Study

Writing in the 2004 Competency-Based Curriculum of English for Senior High School, is one of the English language skills that should be taught integratedly in a continuum sequence with listening, speaking, and reading skills to gain communicative competence. It is taught for the purpose of achieving literacy (Wells, 1987). Literacy here means the use of socially, historically, and culturally-situated practices of creating and interpreting meaning through a text (Kern, 2000: 221). Thus, writing is intended to be taught at senior high schools for the purpose of giving students discourse competencies to participate in creating text for accessing knowledge (MGMP Sukoharjo, 2006: 14).

At the eleventh grade especially in semester two, writing skills are taught to acquire the ability of creating texts in the form of narrative, spoof, and hortatory exposition. Among those texts, the narrative text such as a short story is the most familiar to students as it is easily found and has already been taught before at the tenth grade. Therefore, it is believed that the students have already had basic writing skills in creating texts of stories. It is developed further in the eleventh grade, especially for Language Program that those students are required to re-express spoken, popular literary works which are simplified. It means that they are expected to re-express spoken, popular, and simplified literary works (i.e., short stories) into a form of writing with or without changing their theme, plot, characters, and settings (MGMP Sukoharjo, 2006: 22).

By virtue of this additional basic competence for semester two, the eleventh grade students of the Language Program of all senior high schools are required to have a skill of imaginative writing. The skill is for creating a simple short story with or without changing its characters, settings, plot and theme. It can be done by exploring ideas through their imagination.

However, based on the pre-research held in SMU 2 Sukoharjo at semester two in the 2009/ 2010 Academic Year, it has been found that many students have problems in writing narrative texts. It can be known from five indicators below. The first indicator of the problem relates to difficulties in expressing ideas dealing with the elements of the story. They find it hard to create characters, settings, plots, and conflicts of the story. They often write names and general description about characters like “...Mr. Hadi and his son, Eksan...” (A.3-01) but do not provide details such as physical appearances. There is little information denoting the settings of the story by writing such as “Once upon a time, Mr. Hadi and his son, Eksan went to the market to sell the donkey.” (A.3-01). Furthermore, they have no ideas in providing the story with the plots of the story.

The second indicator of the problem relates to grammatical errors. The errors can be seen at the usage of a verb ‘to be’ in passive form, linking verb of ‘be’ and letter -s- addition for plural subjects in the past tense, the omission of ‘did’ before ‘not, and the misuse of preposition verb ‘to’ by ‘with’ after the verb ‘respect’. More errors are listed in Appendix A.2 and A.3. These were collected at 21st of January of 2010 from student A and student F who represented the low and middle ranks of Language Program students in the writing achievement scores.

*(1) The old man *shocked* because some monkeys wore his *hat*. (A.2-03)

*(2) People *was* angry because Eksan *not* respect *with* his father. (A.3-05)

The use of verb *shocked* in example (1) is not correct as it tries to express the condition of being shocked by monkeys' action. The verb should be in a passive form such as 'was shocked' to express his condition of being shocked after monkeys take his hats. The word *hat* should be added with *-s-* as it is to identify plural nouns. Meanwhile a mistake at example (2) is the use of the verb *was* is not appropriate for plural subject. Another is a missing verb of 'did' in Eksan ...*not* and based to the accepted grammar, the use *with* should be changed by the word 'to'.

The third indicator of the problem covers spelling and punctuation mistakes. The mistakes include the mistype of verbs in the past and participle forms, missing comas, full stops, and capital letters.

*(3) Once upon a time, the old man *fell* tired under a tree after selling his hats. (A.2-01)

*(4) Then, the old man slept under the tree for a while when *aweken*. (A.2-03)

The word *fell* is the past form of the verb 'fall', whereas in example (3), it is to change the verb 'feel'. The acceptable word for this is 'felt'. In example (4), the participle form for 'awake' is 'awaken', not *aweken*.

*(5) Then, the old man slept under the tree for a while *when aweken*. (A.2-03)

*(6) The old man walked and talked a minute after he fell a sleep under a tree (A.2- 02).

The sentence at example (5) should be ended by full stop after the word ‘a while’. Then, it is followed by capital letters at the word ‘when’ because they belong to the next sentence. While at example (6), the sentence is grammatically correct, but it does not follow logic. It misses comma, full stop, and capital letter. It should be written like the following: “The old man walked and talked. A minute after, he fell asleep under a tree.”

The fourth indicator of the problem deals with organizing those elements together in the story. There are about 73% of the eleventh grade students of the Language Program write the title same with the topic which means they have a problem in organizing their ideas into good and precise titles. They also have constraints in ordering the events together with conflicts to arouse suspense. They are lack of supporting evidence to build up conclusion of the story by the absence of a number of events sequenced orderly.

The fifth indicator of the problem concerns with difficulties in using sentences styles and choosing appropriate words to describe ideas of the story. It happens as because the students tend to formulate the target language using their first language rules. As a result, the students make poor style sentences and diction. Below are examples of sentence errors written by S, A, and F, the students from class of XI Bahasa. They can be seen in Appendix A.1, A.2, and A.3.

* (7) *I am* old was five years. (A.1-01)

This sentence is not an English expression as it is formulated from Indonesia Expression “*umur saya (kala itu) adalah lima tahun*”. If it is compared with the

accepted grammar, the sentence should be: 'I was five years old'. The use of past tense is a minimum requirement when to express sentences in a narrative. The words 'I am' can be substituted by a possessive pronoun 'my'.

* (8) I have cold. (A.1-03)

This sentence is derived from the Indonesian sentence "*Saya telah kedinginan*". The student S thinks that by using the same pattern and form, the messages can be transferred from English to Indonesian language. The word 'I' means '*saya*'; the word 'have' means '*telah*'; and the word 'cold' means '*dingin/kedinginan*'. She puts directly Indonesian sentence pattern into English which results different forms and different meaning. The sentence should be 'I had been cold'.

A further error is the choice of appropriate words to produce sentences or utterances. Below are the examples of wrong choice of words.

*(9) Finally, his hat *comeback* to the old man *all* (A.2-09).

*(10) People were angrier seeing the *exhausted* donkey (A.3- 08).

The word *come back* at example (9) cannot be applied since it is for living things that are able to do what the verb means. The possible word is 'was back' to change 'come back'. Whereas the word *all* should be put before the word 'his hat'...'Finally, all of his hats was back to the old man'. At example (10), the *exhausted* donkey may be changed by the word 'poor' as it sounds familiar to the students rather than the word exhausted.

In addition, the result of the preliminary research shows that there are: (1) fifteen students who have difficulties in expressing ideas, organizing ideas into elements of stories, using sentences styles, and choosing appropriate words to

describe ideas, grammatical, and mechanics accuracy; (2) eight students have difficulties in organizing ideas into elements of stories, using sentences styles, and choosing appropriate words to describe ideas, grammatical, and mechanics accuracy; (3) seven students have difficulties in using sentences styles and choosing appropriate words to describe ideas, grammatical and mechanics accuracy; and (4) three students have difficulties in mechanics accuracy. It can be concluded then that many students are still performing linguistic errors in the area of grammar, spelling, and punctuation rather than expressing and organizing ideas by using sentence styles, quality of expression, and word choice as parts of their communicative competence.

Table 1.1 Scores of Students' Writing Intake

Grade/ Score	Students' writing intake	Percentage	Expressing ideas	Organizing ideas	Sentence and words style	grammar	Spelling & punctuation
D(50-59)	15	45%	✗	✗	✗	✗	✗
C(60-69)	8	25%	✓	✗	✗	✗	✗
B(70-79)	7	21%	✓	✓	✗	✗	✗
A (80-100)	3	9%	✓	✓	✓	✓	✗
Mean Score		62.78					
Number of Students	33						

Having these five difficulties of writing skills, the students then consider that writing is the most difficult English subject. As they think that writing is difficult, surely it affects the class situation in learning English writing. Below is five situations faced by the teacher at the classroom.

Firstly, the class is not inspiring as the students need a media to channel their imagination to the story. As result, they were difficult to express their ideas.

On one hand without media, they cannot open their mind to get ideas while the other hand, their minds do not get supplies of new ideas with the absence of media.

Secondly, the students do not seem motivated to work on the class activities the teacher set out to them. They do not take part actively. The enthusiastic atmosphere does not appear in the class situation. It seems that the students are less effort to think directly in English as they always have grammar errors resulted from translating Indonesian sentences into English ones. They are not encouraged to think words and sentences by themselves. They just rely on the teacher's words.

Thirdly, they do not pay attention to the task of writing that the teacher gives them. This can be noted from the students' spelling or punctuation mistakes ignorance. If they try to work on the writing task, often they do not get the feedback from the teacher. The teacher leaves students with the problems of spelling and punctuation without correcting their writing assignments to improve their writing skills. That is why the teacher often finds they copy other students' work as they never do the assignment earnestly. Their purpose is just to submit the works without caring its quality of writing.

Fourthly, the students are not enthusiastic as there is no variation in strategies of writing from shared, guided, interactive, and independent ones to produce the first, revised, and final drafts. They sit at the same chairs with same partners. No strategies of teaching to move them freely in collaborative writing.

Fifthly, the students get bored with the teacher's technique in teaching writing. No phase of teaching that guides them from controlled to freer procedure

of writing. The teacher considers the students are able to write directly using their own sentence style, expression and diction without any guidance. He considers they are always ready and able to work with writing without paying attention to their progress of writing.

Having indicators of problems both on the students' writing skills and classroom situation, there are two main factors need to be considered. The difficulties related with students' writing skills above are caused by lacks competence and performance derived from inside knowledge of the students, whereas the problem indicators on the class situation are from external factors, i.e., teaching-learning process.

To overcome the students' difficulties in writing skills, the teacher needs to teach writing emphasized on affective skills than cognitive skills. According to Chaedar and Seny (2008: 5), the difficulties to start writing for the students is typically the result of choosing the topic based on opinions and concepts which are not familiar to the students. The teacher should not begin from cognitive areas. The teaching of writing skills should begin from the using of language in expressive and imaginative ways; that is from affective area. Thus the teacher needs to teach imaginative writing skills for the purpose of avoiding the condition that makes the students reluctant to write and enable them to explore ideas from their imagination and experience.

Furthermore, to handle the problems related with classroom situation, the teacher should apply a technique of teaching that contains strategies keeping the learning goes smoothly, activities and tasks to direct their knowledge working

with the learning topic, and media to make them interested in exploring learning events of writing.

In teaching imaginative writing skills, the teacher selects genres of text available in the English competency-based curriculum for the eleventh grade of language program at semester two that the ideas of writing derived from imagination, not from opinion. Therefore the teacher chooses narrative texts as they are build up more using imagination than hortatory or spoof texts. He then selects carefully kinds of narrative texts recommended in the additional base competence for language program students in Sukoharjo regency.

To choose a technique in teaching writing especially imaginative writing skills, there are some minimum requirements to be considered by the teacher. First, the teaching technique should enable the students to express ideas easier than before by using media of sounds or pictures. The absence of interactive media makes the students have difficulties to express ideas in imaginative ways. That is why they do not pay attention to the classroom teaching as they have not found any interactive media to relate them with their imaginative world.

Second, the technique provides materials to limit the students' grammatical errors by building up their own models of writing developed by students. The teacher then proposes stages of writing from first, revised, to final drafts in producing good writing. In this way their errors can be corrected by peer, group work, or the teacher. The students will not afraid anymore to write as they get feedback from their classmates.

Third, the technique provides a way to eliminate students' mistakes on spelling and punctuation by providing tasks that gives a chance for the students to correct their mistakes. In this way they will not worry at having mistakes when writing as the teacher has more time to correct their works on group which is easier to do than corrected their works one by one. The teacher identifies the mistakes from one group work and corrects the mistakes as the model of error correction. Then the students in their group help each other to revise the mistakes they found on their works.

Fourth, the teaching technique enables the students to organize elements of stories into a complete short story. By having cooperative works, the teacher and students organize the elements of the story to build up whole narrative stories together. The teacher can create strategies to organize sentences into paragraphs, join paragraphs together, and organize them into a coherent piece of events. The results then can be visualized to the students to facilitate their problem of writing as they have limited exposures of a good model of writing short stories.

Fifth, the technique should facilitate the students to use sentences styles and choose appropriate words with sequences of activities to describe conflicts and suspense of the story vividly. The teacher can motivate them to practice writing as much as can be to create good sentence styles and choice of words applied at certain of the story. By rehearsing this from time to time, soon their quality of expression, sentence styles and choice of appropriate words are well developed. They will not count their work on others' work as they can do it by them selves. Finally when they submit their works are not out of date.

All of the solution for the problems of writing skills and classroom situation above are wrapped in a teaching technique that contains strategies to conduct writing activities, tasks and media to teach imaginative writing skills. One teaching technique proposed in this research is a Four-Phase Technique which is adapted from Monroe's and Carnegie's techniques in delivering and organizing messages in the effective and efficient ways.

A Four-Phase Technique is a teaching technique that divides learning activities into four phases, starting from Need phase, Attention phase, Visualization phase, and Action phase (Monroe in Ross, 1974: 185). They are put in a sequence, starting from: (1) writing ideas that they pay attention more; (2) knowing their needs in writing; (3) visualizing their ideas clearly based on their own imagination and experiences of life; and (4) acting the writing confidently without any burden of making mistakes (Carnegie, 1971: 228).

This technique follows clear steps from warming up to round up phases. It is by requiring attention through channeling learners' imagination by Oral Composition to help them get ideas quickly. The idea of this activity is that the teacher and class build up a narrative together. It continues with Sentence Writing to guide students writing imaginative characters, setting, plot, and theme. The activity is done to fulfill the students' needs to produce accurate sentences in order. It is for the purpose of avoiding more mistakes. Then, to visualize their work, it is done by doing Co-operative writing that the activities are to reconstruct story from the model to be worked through by every students. Finally the students do the action to write by Written Composition designed to help them organize

their writing clearly and coherently with cohesive devices after getting feedback from the teacher and peers.

This technique is dynamic and cooperative as it gets the students do most of the work. Activities are structured so that the students must depend on each other to successfully reach their goals. This technique requires the students to interact to increase the achievement of each student. It also develops interpersonal skills as the students have to do their works based on their own.

The technique requires a simple media like pictures and sounds which are easy to find and collect. Pictures such as cartoon are available in comic books or strips from news papers. Sounds like instrumental music are available everywhere, either in cassettes, or compact disks. The teacher can get them from internet, stores, or any channels of mass media.

If it is compared with other techniques such as four cycles (building knowledge of field--modeling of text--joint construction of text--independent construction of text) or a three-phase technique (engage—activate--elaborate), this technique is more suitable as they deal with literary works that gain knowledge bit by bit from imagination, not from reality. It requires the community of learning that also like pictures and music as a part of their life. Moreover, it is applicable whether in class using tape recorder, or in multi media room using LCD, language laboratory with listening booths or library with VCD players.

Considering the problems of the students in expressing ideas, using appropriate grammar, applying correct spelling and punctuation, organizing ideas of short story elements, and using suitable words, sentences styles, or quality of

expressions to make good writing, the researcher decides to use A Four-Phase Technique as an alternative way in teaching imaginative writing to the eleventh grade students of SMU 2 Sukoharjo in the Academic Year of 2009/ 2010. Hopefully by applying this technique, the students get inspiration from the use of media, have motivation to do class activities, pay attention to accomplish tasks of writing, are enthusiastic with varieties of writing strategies, and are interested in the use of A Four-Phase Technique. Through such trial and error in cycles of the research, it will gain better improvement and change than before.

B. Problems Statement

Based on the problems of imaginative writing skills occurred in such classroom situation, the problems of research are stated as follows:

1. Does and to what extent A Four-Phase Technique improve imaginative writing skills of the eleventh grade students of Language Program at SMU 2 Sukoharjo in the Academic Year of 2009/ 2010?
2. How is the situation when A Four-Phase Technique is applied in the class?

C. Objectives of the Study

In accordance with the problems statement mentioned before, the objectives of the study are:

1. to identify whether or not and to what extent A Four-Phase Technique improve imaginative writing skills of the eleventh grade students of Language Program at SMU 2 Sukoharjo in the Academic Year of 2009/ 2010.
2. to describe the situation when A Four-Phase Technique is applied in the class.

D. Benefits of the Study

Through this study the writer hopes it will give two benefits, namely:

1. Theoretical Use

For researchers, the results of the research can be one of references in studying the way to improve imaginative writing skills of Language Program students at the eleventh grade in senior high schools.

2. Practical Use

For students, the results of the research will make them knowing their real problems due to writing a short story text and they can practice more to enhance and to develop their imaginative writing skills. They are also inspired to do more in imaginative writing, to rise up their motivation in joining writing activities, to pay more attention to writing tasks, to share enthusiastic in doing collaborative writing with others, and to keep interests within the teaching of writing.

For teachers, it is expected that the results of the research can be used as a reference in teaching imaginative writing which is appropriate to the situation of the class. It can be used also to identify students' difficulties in writing and to overcome them by using and developing the technique that will make them interested with the subject.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer calls for the need of explaining the theoretical framework as the guideline of his analysis. To make it clear, this chapter will be divided into; (1) theoretical description of writing that consists of notion of writing, kinds of writing, and skills of writing; (2) teaching writing that covers approach of writing, strategies of writing, techniques of writing, and a four-phase technique; (3) researches related with the use of a four-phase technique; and (4) rationale. The elaboration on each part will be presented as follows.

A. Theoretical Description

1. Writing

a. Notion of Writing

Writing is not simply speech written down on paper. When performing speech, people say things like, “what I mean is...” or “let me start again”. Raimes (1983: 4) adds that they also tend to use simple sentences connected by a lot of *and*’s and *but*’s like, “His father runs ten miles everyday and is very healthy”. Writing, on the other hand, is more formal and compact. It progresses logically with fewer digressions and explanations. Writers use more complex sentences, with connecting words like however, who, and in addition like, “His father, who runs ten miles everyday, is very healthy”.

By virtue of this, writing is more complex than speech as it considers the grammar of the sentence well. People are used to learn to speak their first

language at home without grammatically correct, while at school people are taught how to write it correctly.

According to Flower (1985: 5), writing is a form of thinking. In the same vein, Arapoff in Supriyanto (2008: 20) states that writing is a purposeful selection and organization of experience. The third definition is received from wikipedia (2007) which describes that writing refers to the inscription of character on a medium, thereby forming words and larger units of language, known as a text. The last meaning is from Byrne (1984: 1) who describes that writing can be said to be forming graphic symbols: making marks on a flat surface of some kind.

From the definition above, Flower has an opinion that writing is a form of thinking and Arapoff states that the form of thinking can be ideas derived from selected and organized experiences. Moreover taken from wikipedia, it is said that writing differs from speaking that the ideas should be expressed into a form of graphic symbols of characters and marks into larger units of words in logical order in a medium of flat surface like papers, woods, stones, boards and banners.

All the while, the expression of thinking in logical ways set up the mind of teachers that writing tasks are successfully completed through cognitive process. However, Chaedar and Seny (2008: 5) say that writing should be imaginative. It should be approached from affective side first rather than from cognitive one, beginning with using the language expressively and imaginatively to express ideas. Then after this practice, the learners are trained to express thought.

By virtue of the opinion above, writing is not only a form of thinking, but it is also blended with a form of imagination. When people write, they use their imagination to get ideas easily by linked it to their experience. When they write a diary, they express feelings to share ideas for them selves. When they write short stories, they express imagination to share ideas for entertaining the others.

b. Kinds of Writing

The statement that writing is a form of thinking and imagination has led to different kinds of writing. Kinds of writing in the form of texts are created when words are put together to communicate a meaning in the form of imaginative or factual types. According to Macken (1991: 13), he classifies texts of writing into two main kinds. They are story and factual genres. Story genres include narrative, news story, exemplum, anecdote, and recount. Factual genres consist of procedures, explanation, report, exposition, and discussion. Anderson (2003: 1) divides texts into two groups. They are literary and factual texts. Literary texts include narrative, poetry, and drama. Moreover, factual texts include recount, explanation, discussion, information report, exposition, procedure and response.

Furthermore, in Essay (2009), writing can be specified into five categories. The first is expository. Its writing gives information or explains something through a carefully crafted mix of key points and critical support. The second is persuasive. It attempts to convince the reader that a point of view is valid, or to persuade the reader to take specific action. The third is narrative. It recounts a personal experience that all details work together in an integrated way to create a complete story with beginning, development and turning point, and resolution.

And the fourth is imaginative. It invents a situation, perspective or story based on the writer's imagination.

Thus, it can be noted that writing can be classified into two kinds: opinions from cognitive and imagination from affective domain. Opinions are based on facts and reality events such as recount, exposition, articles, reports, and else, whereas imagination goes beyond that into fiction such as story, spoof, poetry, songs and dramas. In this piece, the writer emphasizes on kinds of imaginative writing which will be described as follows.

1) Imaginative Writing

Imaginative writing is a way of composing a literary text in an imaginative way. This kind of writing is constructed to appeal our emotions and imagination (Anderson, 2003: 1). It uses the power of the mind to construct a text facilitated by pictures or mental images. It is not directly from facts but from hints, suggestions, memories, or past experiences.

Students write for exploring the worlds of imagination and enjoying language for its own sake. So, when students are writing characters as a response to class short stories, they need to look at things in a new way and try to make readers see and feel what they are describing. They create a scene, situation or character, may predict what might happen under circumstances, or use their creativity to solve a hypothetical problem.

There are many kinds of imaginative writing. Burroway in Hall (1983: 84) notes that it includes fiction, poetry, drama, and short stories. Based on the requirements of 2003 Competency-Based Curriculum, the eleven grade students,

especially the language program, should be able to understand intrinsic elements contained in simplified literary works (i.e., simplified stories) such as characters, settings, plot, and theme. Furthermore it is said that they are hoped to be able to respond (for the eleventh grade) and express (for the twelfth grade) simple authentic literary works by doing recreative writing. Literary works here meant by the curriculum includes narrative poems, fables, fairy tales, legends, funny stories, short stories, and song lyrics (Depdiknas, 2003: 56).

a) Short Story

According to Hall (1983: 17), there are five kinds of stories. First is a parable. It is a story that teaches the reader with moral stories. Second is a fable. A fable is a tale that sums up an observation of human character in narrative form and leads to a lesson to live. Third is fairy tale which describes adventures of hero or heroine who usually encounters magic or the supernatural. Fourth is folk tale. It is an ancient form of story that contains joke. Fifth is sketch. It is a modern story that may include narrative, descriptive, dialogue, characterization but lacks the conflict of a story.

Unlike the [narratives](#), a short story does not need to make a point. Instead, the base upon which a short story is built is made up of four basic elements: (1) characters, the people (or sometimes animals or robots) in the story; (2) setting, The place and time where the story happens; (3) plot, the events that happen in the story and the reasons they happen; and (4) conflict, problems that the characters experience (Nison, 2009). To develop those elements into good stories, there are four requirements should be fulfilled by students in their writing practice.

i) Good Short Story

Characters, setting, plot, and conflict - these are the basic elements of a short story. However, a good short story is built from more. White (1986: 7) classifies four pillars of a good short story. They are as follows:

- 1) The appeal to a target audience. Every good story has suspenseful action. In this case the writer develops ideas of conflict to set up suspense together with characters and settings that follows a certain plot. The purpose is to share a sense of involvement in what seems to be a real situation. When characters face problems, and when it seems difficult for them to solve the problems, suspense builds (Custom Essay, 2009).
- 2) A coherent structure. It means that in story writing, it has to have some kind of organizational scheme. Hall, (1983: 12-15) divides schematic structures of stories into characters, settings, plot, and theme. In characters, the narrator tells the audience who are in the story, whether they are protagonists or antagonists. In settings, the narrator tells readers when and where the story is happening. In plot it tells what is going on the story, whether it has chronological order or flashback, conflicts that will be a trigger of chain of events by rising, falling actions, climax, and resolution. In theme the narrator wants to share ideas of life teachings that can be taken from the story after events affect one or more characters and the complication is sorted out or the problem is solved.
- 3) A smooth, detailed development. Similar to human body which has a skeleton as well as meat on the bones, a piece of writing has not only a framework but also smooth detailed information. The writer of the story should provide with

detailed characteristics, parts, behaviors and general or specific classification of objects, characters, setting, and also plot of the story.

4) An appropriate, well articulated style. It is related to the use of the appropriate language in writing. It means that the writer must be able to choose the right words, to find the most suitable level of usage and to use no more words than those necessary to convey the intended idea. In addition, the writer must be able to construct sentences that allow the writers' idea to be transmitted in an appropriate and readable manner with minimal interference such as an ambiguous or unnecessarily complicated wording. In short, style is vital to effective writing besides the other three pillars.

Furthermore, Reid (1993: 27) states that a good story writing also demonstrates: (1) good content; (2) language use such as tense, number, word order/ function, articles, pronouns, and preposition; (3) mechanics such as spelling, paragraphing, and punctuation; (4) organization of the text; and (5) Style such as syntactic structure and vocabulary.

b. Skills of Writing

Skills can not be acquired instantly. They need to be trained and practiced anyway. They need process beginning from basic to advanced level, from poor to excellent ones. "Practice makes perfect" is applicable in this way to produce consistent performance. As defined in Glossary (1987), skills refer to the ability to perform a task or activity consistently over period of time.

Bell and Burnaby in Nunan (1989: 36) state that writing skills is a complex cognitive activity where the writer needs it to show a number of

variables arranged together in sentence units. The variables themselves cover two things; surface and deep levels of sentences. A surface level concerns with content and structure of sentence, vocabulary, spelling, punctuation, and word forming. Then, the deep level concerns with arrangement and combination of sentences into coherent paragraphs.

Estaire (1994: 16) identifies the scope of deep and surface level of writing skills variables into linguistics and communicative aspects. Brown (2004: 221) goes further. He classifies linguistics aspects into micro skills and communicative aspects into macro skills of writing. Here are the lists of some micro and macro skills of writing.

1) Micro skills of writing

- a) Produce writing at an efficient rate of speed to suit the purpose.
- b) Use acceptable grammatical systems, such as tense, agreement, pluralization, pattern and rules.
- c) Express a particular meaning in different grammatical forms.
- d) Produce graphemes and orthographic patterns of English.
- e) Produce an acceptable core of words and use appropriate word order patterns.

2) Macro skills of writing

- a) Use the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicate functions of written texts according to form and purpose.

- c) Convey links and connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- d) Distinguish between literal and implied meanings when writing.
- e) Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Furthermore, 2003 Competency-Based Curriculum stated that teaching English should enable students expressing ideas and feelings to explore analytical and imaginative competence. It means that the teaching of writing skills should cover not only cognitive but also affective domains. It can be noted from its standard of competence at second semester for the language program that eleven grade students should be able to re-express popular and simplified literary works. It is stated further that in its basic competence that they should be able to write short stories from songs and be able to re-express simplified English stories into another forms of writing with or without changing its contexts of setting, time, and places.

From the theoretical description above, it can be inferred then that imaginative writing skills is an expression of thinking in imaginative ways into a form of graphic symbols of characters and marks to larger units of words in logical order to produce details of a literary text in coherent paragraphs, and to convey connection between events such as characters, settings, plot, main ideas,

and supporting ideas to hold attention of readers. This expression of imaginative thinking can be achieved by at least through five writing skills which are tested following the construct below:

(a) Producing writing at an efficient rate of speed to express and develop elements of the short story such as characters, settings, plot and theme, to build suspense, and extraneous conflicts to reflect a good short story.

(b) Using acceptable grammatical systems such as correct use of articles, plurals, and preposition, pronouns, agreement, verb form, and tenses in sentences.

(c) Producing graphemes and orthographic patterns of that cover word spellings, capitals, punctuation of full stops, comma, marks of question, quotation, and exclamation, and apostrophes, and good paragraphing i.e. left and right margins, indentation, and spaces.

d) Using and developing strategies of writing such as writing the fluency in the first drafts and using feedback for revising and editing to make well organization of all elements of the short story, effective orientation paragraph, events leading to complication, and supporting evidence given for resolution.

e) Producing an acceptable core of words and using appropriate word order patterns through the use of precise vocabulary usage, good order of words, use of parallel structure, and concise expression.

2. Teaching Writing

To teach imaginative writing especially on short stories, it needs an approach or method which has strategies and techniques in teaching them. However, before taking at glance at kinds of approaches, strategies, and

techniques in teaching writing, it is better to understand the approach term first. It is because there are two different terms of approaches stated by Anthony (in Madya, 1988: 9) and Richard (2001: 33). Then it continues with an over look at strategies of writing. Finally it is followed by the description of teaching techniques. Each of those is described below.

a. Approaches of Writing

According to Anthony in Allen and Campbell (1972: 5), approach refers to a set of correlative assumption dealing with the nature of language and the nature of language learning. In Madya (1988: 9), he differentiates approach with method and technique. Method is an overall plan for the orderly presentation of language material while technique is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. In short, an approach is axiomatic, a method is procedural, and a technique is implementation. In an approach, there will be more than one method and in one method, there will be several techniques.

Unlike Anthony, Richard (2001: 33) states that method covers approach, design, and procedure. The method is in the top position parallel to approach and design. The techniques that are used in the classroom are described in the procedure. Whatever term used to describe, there is a hierarchy, starting from the concept into practical. The term of approach or method used interchangeably to represent fundamental concept of language and language learning whereas technique and procedure are the same things for practical terms in teaching and learning activity.

1) Contextual Teaching Approach

Nurhadi et al (2004: 12) states that Contextual Teaching and Learning (CTL) is a learning concept in which teachers bring real world to the classroom and encourage learners to find links between their knowledge and its application in their real daily lives. They gain knowledge and skills bit by bit from restricted contexts. CTL involves seven productive components; Questioning, Inquiry, Constructivism, Modeling, Reflection, Learning Community and Authentic Assessments. When applied in classroom, they includes activities to; (1) develop understanding that students will learn meaningful with their own practice, found and construct their own knowledge and skills; (2) do inquiry as far as possible for all topic of the lesson; (3) develop curiosity of the students by questioning; (4) create learning community in group share; (5) present model as learning input; (6) do reflection at the end of the discovery; and (7) to do authentic assessment with many ways.

2) Genre-Based Approach

According to Byram (2007), this approach, or known as Genre-Based Approach is defined as a framework for language instruction which places genres or types of text as a reference to develop four language skill activities such as listening, speaking, reading and writing as well as understanding language components such as grammar, vocabulary, pronunciation, and spelling.

The teaching and learning model itself has three phases. According to Macken (1991: 9), there are three phases whose specific term is teaching learning cycle. They are modeling, joint negotiation of text, and independent construction

of text. Then, Feeze (2002: 28) states that there are five stages of teaching and learning cycle. They are building the context, modeling, and deconstructing the text, joint construction of the text, independent construction of the text and, linking related texts. Moreover, Hammond (1992: 17) states that there are four stages in teaching learning cycle which virtually base on genre approach. They are building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text.

3). Motivated Sequence Approach

Another approach that can be used in the teaching of imaginative writing is adapted from Alan H Monroe, how to organize messages. It is called Motivated Sequence Approach. As quoted by Jalaludin Rahmat (1999: 297), he proposes an approach of transferring messages of learning which is then called motivated sequence. There are four steps in organizing message of learning; 1) attention, 2) need and satisfaction, 3) visualization, and 4) action.

First, if teachers want to persuade students to write imagination, take their attention first to concern with the topic. Second, arouse their needs to imaginative writing and show them how to fulfill their needs of learning. Third, show the students the process of writing. Fourth, encourage them to act writing topics confidently.

Those approaches can be adapted to teach imaginative writing skills. By following sequences proposed by Monroe, the students are motivated to get more inputs and better understanding of learning messages transferred by the teacher. To reinforce their comprehension, the teacher applies Contextual Teaching and

Learning Approach that emphasizes learning not only memorizing but constructing knowledge and experience imagination by them selves and not only know it. Finally students can be guided to produce text by following steps of the written cycle in Genre-Based Approach.

b. Strategies of Writing

In addition to selecting texts and compiling resources, the next part of planning the writing activities involves choosing an instructional strategy. In Pinnell and Fountas (1996: 22-23), it provides a helpful breakdown of four writing strategies that can be used during a teaching-learning activity. They are as follows:

- 1) Shared Writing: In shared writing, the teacher and learners compose texts together — often with the teacher writing the text down. The teacher-as-scribe can write words that challenge students just beyond their existing familiarity with words. This instructional strategy is commonly used with students who are just learning how to write, but it is also valuable when introducing new words and new textual structures to advanced students. This shared writing lets the teacher models writing lessons for students to imitate later.
- 2) Guided Writing or Writing Workshop: With students increasingly gaining familiarity with writing, they can then be guided through more specific lessons. In this way, they learn strategies that they can later use independently. This allows students more freedom to explore their imaginative ideas and their opinions.

- 3) Interactive Writing: This strategy increases the active participation of the students in the actual writing. The teacher again serve as models and supports, but this time students practice writing — practicing spelling, connecting sounds with letters, understanding how words work with one another, etc.
- 4) Independent Writing: Finally, independent writing offers students' opportunities to combine and practice the strategies learned in previously more supportive settings. Given their repertoire of writing strategies, students need to decide which textual organizations, which words, and which tones of voice are more appropriate to a given assignment.

It can be concluded that teaching imaginative writing requires a clearly defined sequence of strategies to conduct activities of learning. To convey them smoothly in language teaching practice, it needs a teaching technique, from controlled to freer and from process to product ones.

c. Techniques of Writing

The technique of teaching writing is essential. McGillick (1987: 2) states that the technique are more interested in helping students to express ideas thought processes and feeling on papers; to organize those ideas, thoughts and feeling in writing. There are two techniques of teaching writing as follows:

1) The controlled- to- freer technique

The controlled-to free techniques in writing is sequential: in the controlled, students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance changing questions to statements, present to past, or plural to singular. They might also change words or clauses or

combine sentences. This technique stresses three features of grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

In the free- writing technique, the emphasis in this technique is that students should put content and fluency first and not to worry about form. Once ideas are down on the page, grammatical accuracy, organization and the rest will gradually follow. Concern for “audience” and “content” are seen as important in this technique, especially since the writings often revolve around subjects that the students are interested in, and those subjects then become the basis for other more focused writing tasks.

2) The process to product technique

In this technique, the students are trained to generate ideas, think of the purpose and also the reader. The students have to pass some stages (prewriting, writing, revising, editing) during the process in order to present a written product. They perhaps write multiple drafts in order to have a final written text.

Shih (1986) in Brown (2004: 355-356) explains that the teacher now begins to focus on the process of writing that leads to the final written product. Then he helps student writers to understand their own composing process by building repertoires of techniques for prewriting, drafting and rewriting. Finally he gives students’ feedback throughout the composing process and encourages other students to give feedback.

Prewriting is the getting- ready- to- write stage. In the pre-writing step, the students choose a topic; consider function, form, and audience. In Drafting, students write and refine their composition through a series of draft. During the

drafting stage, students focus on getting their ideas down on a paper. It is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. During the revising stage, writers refine ideas in their composition. Activities in revising stage are: rereading the rough draft, sharing the writing draft in a writing group, revising on the basis of feedback.

Editing is putting the piece of writing into its final form. The focus is still on the content of students' writing. In this stage, students bring their composition to life by publishing them or sharing them orally with an appropriate audience.

d. A Four-Phase Technique

Adapting also from Carnegie (1971: 228), the technique has four learning-teaching phases. They are as follows: First, if teachers want to persuade students to write imagination, take their attention first to concern with the topic. This phase includes a series of verbal or non verbal response activities with the key language needed for the main activity. Teachers start from the "here" and "now" questions. They also need to use a realia or visual aid to stimulate responses. If students do not respond, repeat the questions. If students keep silent, rephrase. They extend the exchange (not only Inquiry-Response-and Feedback) and write down elicited sentences on the board.

In this phase the students are exposed to key language and respond to it, but do not necessarily have to produce it. This phase creates a feeling of confidence and success with a limited amount of relevant language. It motivates and supports the learners in the second phase.

Second, arouse their needs to imaginative writing and show them how to fulfill their needs in imaginative writing. In Need phase, the teacher uses the confidence and experience gained by the students in the previous phase to encourage them to know their needs in writing. During this stage, the teacher may focus on specific language points. He provides ample examples and inputs. Let them hypothesize and draw conclusions (inductive). When to teach new vocabulary items, teachers demonstrate or give a context clue. They do not always translate instantly. If possible, they do [Total Physical Response](#).

In this phase, teachers should know that thorough understanding is obtained through meaningful learning. This can be done by identifying key vocabulary and structure for each lesson. They can use scaffolding talk to design information gap activities for meaningful communication.

Third, in the Visualization phase, the students' task is created to be visualized into reality. The teacher shows the students the process of writing. There are requirements in doing this: firstly, have students do tasks that "force" them to use English productively. Secondly, have students write a journal about their learning experiences. Thirdly, have students perform a drama, story retelling, news reading, speech, debate, etc. Lastly, have students discuss a problem and propose a solution.

In this phase, students need to work in groups: pair, triad, groups in four, five, etc. They talk with classmates to "try out" their English writing to collaboratively create a text. The cooperation is required to carry out the task and record results in chart form to support the social development of the students. This

activity is not merely an excuse for practicing a predetermined language structure. Instead, they will have understood and followed a series of instructions, comments etc. from the teacher in English, as well as having carried out the task and recorded results.

Fourth, in Action phase, the teacher encourages them to take action by writing imaginative topics. The students record their activities in learning mixed with their imagination to accomplish the final task. They use their own experiences concerning the topic given in the previous phase to accomplish the task. Finally, on their own, they write their text.

To assess their works, the teacher can use a portfolio test for measuring student's skills in: (1) expressing and developing ideas by describing characters and setting linked to the plot for the purpose of arousing conflict interests; (2) using acceptable grammar; (3) using accurate spelling and punctuation; (4) organizing characters, setting, plot, and theme into a good short story writing and (5) choosing sentence or expression styles and word choices.

To get maximum benefits, it should use media that enhance their finding imaginative ideas. The effective and efficient media in the classroom are pictures which are easily found and collected and instrumental music.

e. Media

1) Pictures

Pictures are regarded as one of the suitable visual media for the task of writing a new language, because they can perform of the body, clothing, etc. According to Heaton (1970: 4), the use of picture for oral and written composition

has many advantages which have not yet been fully explored in the teaching of English as a foreign language. Picture composition encourages clear and precise thinking while helping the students to talk and write freely upon a definite subject. Pictures are of great help in enabling them to give their full attention to the correct use of language. At the same time, their imagination powers are stimulated by means of the pictures.

The popular forms of pictures used in the teaching-learning activity are cartoon or comic strip. Cartoon is a drawing (e.g. in news paper or magazine) dealing with men and events in an amusing way (Hornby, 1994: 150). Winfried Nort (1990: 472) defines a comic strip as a media for society where semiotics codes are transformed in a certain way. All aspects related with verbal communication are delivered non-verbally with the unique style of cartoon that covers language aspects, narrative, and certain symbolization. Cartoon in the form of comic strips uses theme in plot and have a continuing cast of characters.

Thus, pictures which are used in this study are comic strips without bubbles of dialogues. They can be shown using LCD, flash cards, collates and posters. It is for the purpose of activating their imagination to guess and predict what may happen in the story pictures shown to the students in the classroom. They are used maximally at: (1) Attention phase to draw their attention, (2) Need phase to help them writing vocabularies and sentences, (3) Visualization phase as exposures for cooperative writing, and (4) Action phase to help them focus on the story writing.

2) Instrumental music

According to Pekerti, et al. (1999: 16) instrumental music is music that sounds are not from living creatures, but from musical instruments which produce sounds. In line with this, Horby, et.al in *The Advanced Learner's Dictionary of Current English* (1960: 653) state that instrumental means a performance to bring about music without vocal. Thus, it can be concluded that instrumental music is a kind of music that emphasizes on the play of the instruments themselves.

Nurita (2009) has an opinion that at the time of learning to write, a teacher can play instrumental music as it can stimulate thought, fix the memory and concentration, and develops emotional intelligence to emerge motivation. Students will be enthusiastic in following learning activity and release stress in finishing the learning task. It is in line with Alfa Handayani, a psychic (2009) who states that instrumental music can increase the development of brains. It can make the listeners feel relax and delighted, and in the same time, creating positive emotion. With this positive emotion, they are able to think the best they can do.

Psychologically, with instrumental music, emotional condition is crucial in adjusting the movement of hands and brain. Someone gets used to with it if he/she have already musical experiences. Berlyne in Djohan (2005: 27) states that if someone listens to music it will bring feelings of comfortable and delighted in doing activity, in this case, writing. If some one has already familiar with the song, when he/she only hears the instrumental music, this kind of music will give them new experiences and inspiration as they have already known before but served in the different form.

Hartjes (2006) adds further that classical music can help students enhance their abilities in writing ideas especially when building a short story, while Gallahue (in Nison, 2009) says that rhythm, melody, and harmony can stimulate the ability in learning to write imaginatively.

So, in learning to write imaginatively, instrumental music can be included. In the learning activity especially at Oral composition in Attention phase and Cooperative writing in Visualization phase, it is used as a background in accompanying the students to learn and enjoy the messages of learning being transferred by the teacher.

f. Materials of Teaching Imaginative Writing

Jones (2009) states that at the first phase, the materials of teaching imaginative writing can be provided by eliciting questions like: (1) Who. Students need to decide who they are going to write about: what do they look like? why are they there? and what are they doing? (2) Where. Students need to think about where their piece of writing will take place, and build up descriptions with this setting or place. (3) When. Students need to decide whether it happens in one particular moment such as a sequence of events in a day. (4) What. They also need to think about what is going to be about - what is going to happen? Is it one of an adventure or science fiction? (5) Why. Students need to give some thought to why they are writing, for example to have pleasure and to provide excitement or mystery. (6) How. Students decide how they are going to organize writing: (a) in the first person as if it is happening to them, (b) in the third person as if they are repeating information, and (c) as a narrator as if they know what is going on.

The second phase is by applying those questions above into practice. Students need to; (1) create an imaginative character; (2) create an imaginative scene; (3) create an imaginative situation; (4) predict what might happen under a hypothetical circumstance; and (5) creatively solve a hypothetical problem.

The third phase is by visualizing the short story into readers' mind to help them understand what is going on the story. The students should provide with detailed characteristics, parts, or behaviors of characters, setting, and plot of the story. They may use as many of the five senses as are appropriate. In Chittari (1996), they are shown as follows: (1) Sight: Describe in detail what students can see. (2) Sound: What sounds are there? (3) Touch: Are there any textures they can describe more precisely? (4) Smell: This could be either pleasant or unpleasant. (5) Taste: Often, but not always, linked with smell. Those senses can be described like below.

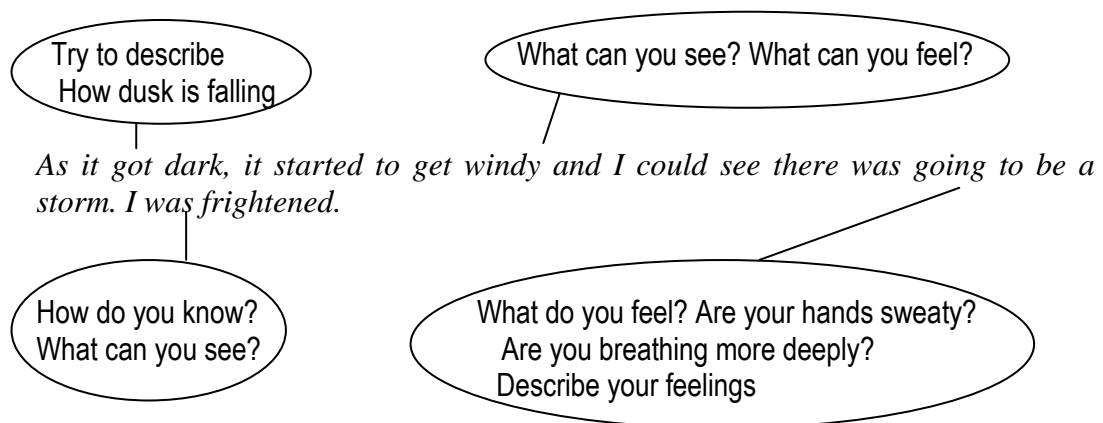


Figure 2.1. Visualization of a Short Story Description Using Senses

The fourth phase is students' action to imaginative writing. Students are required to [prewrite, write, seek responses to, revise, edit and self-evaluate this](#)

[assignment](#). Students discover the process of writing, including the different steps to be taken in accomplishing the writing process to come up with the final published pieces (Fawn, 2002).

In helping students writing imaginative story, a teacher can present a prompt to behave students in a certain way. This is by eliciting a question like this way: *When you drink three bottles of Classic Wines taken from hidden treasures under the sea, green algae begins growing on your face. The doctors say they can do nothing. How do you cope?* ([Lesson Planet, 2009](#)).

The teacher may use teaching aids such as sound and pictures. In this way too, students demonstrate the process of collaborative writing. They listen to a recording of ocean sounds; list what they heard, illustrate original drawings as a basis for the story writings. In small groups, students each write three sentences, adding on to the story when it is their turn, then peer-editing the story and presenting it to the class. Then they write the edited page for an "Under the Sea" class story in class board. Finally they copy the story in their own hand. The whole class activities are accompanied by music such as instrumental music related to the topic given to help them imagining ([Teacher, 2009](#)).

B. Researches Related to a Four-Phase Technique on Language Skills

The first relevant research was done by Jeff Knisley from East Tennessee State University in 1996. The research was conducted in secondary public schools on Johnson city in Tennessee state, U.S. The research was carried out to analyze whether there is an improvement in teaching writing new concepts using a four-stage model. The result of the research shows an improvement of students'

achievement in learning new concept using a four-stage model. In this piece, students discover the process of understanding a new concept by allegorizing first, integrating next, analyzing third, and synthesizing last. It implies that the teacher should play many different roles in the classroom to meet the students' needs in the different learning stages- for example, adopting the role of story teller during allegory stage and acting as a coach at the synthesis stage.

The second research was conducted by Sophia Russell on February 2010 at K-12 of Scotland secondary schools. The purpose is to develop their writing skills by applying a four-stage teaching method such as: 1) identifying key components of rhetoric in written practices (stage one); 2) having the students to practice pre-writing strategies by giving them a scenario to write about; 3) Having the students to write about pre-writing for their first official full writing assignment; and 4) slowly incorporating other aspects of writing process into more writing assignments. The research proves that by using a four-stage method, the students were easy to write and their writing skills are improved significantly.

The third article based on a research done by Dave Wills in 2008 concerning with the four stage cycle in teaching reading. The result suggests that the teacher needs to set out a four stage cycle for teaching reading: i.e. priming, reading, form focusing, and recycling. Throughout this article, Dave has stressed that it is important for learners to remember texts and to study the language of those texts in detail and try to recall it. Much of the grammar work suggested in course materials is based on isolated sentences. But language in use is not a series of isolated sentences; it is composed of texts. Sentences are shaped by the way

they occur in text, so grammar should focus on sentences in texts or should enable learners to relate sentences to their original texts.

The fourth relevant research is from [Ann Franklin](#) that discovers the effect of reading habits towards the ability to imaginative writing done for junior high school students in 1997. The research emphasizes the importance of a strong ending for a narrative essay and teaches students specific items to include in their endings. In this study, there is a positive significance about the relationship of reading with the task of writing. After reading *The Very Hungry Caterpillar* students take the title of [The Very Hungry Teacher](#) by Eric Carle. Then they use the writing process to write their own version of a Very Hungry story. They will use a flow map for pre-writing. Students will write a rough draft that will be revised and edited with a partner and a teacher (Franklin, 2001).

The fifth research was proposed by Emylin Storrs on October 2004 at Dubai for grade 12 who uses jigsaw puzzles in a creative lesson plan that teaches the writing process. High school students learn that writing essays and putting together puzzles follow the same steps. In this study, she offers a hands-on classroom activity for teaching writing skills to high school students of English. It is by thoroughly analyzing the steps in putting together a jigsaw puzzle; students have learned the steps needed to write a successful essay.

In stage one, the puzzle box or the thesis is the ultimate goal. Open the baggie, dump out the pieces and flip them over are the same analogy as brainstorming activity which the purpose is amassing the elements the project will use.

In stage two, puzzle pieces are the ideas. Both must be organized and connected to communicate to others. Connecting corner and edge pieces first are like outlining activity, which is choosing key ideas or pieces or matching similar ideas that are the easiest way to connect together (paragraphs).

In stage three, doing trial and error is like revising paragraphs. It takes the most time. Each idea or piece should fit seamlessly into the next (pounding them together doesn't work).

Lastly in stage four, the missing pieces part is just like the missing ideas. It means researching available sources helps fill in the holes. If there are extra pieces, so if they do not fit, the students must edit the extra ideas. By helping others is the same with peer editing. An extra pair of eyes can find what the author/puzzler didn't see or know.

Another local study of the relevancy of instrumental music towards writing skills has already done by Said Hannibal (2008). He was done a research about the significance of instrumental music towards the readers in the Gramedia bookshop in Yogyakarta. The result is that the instrumental music give positive significance to the book readers when it is played. They become more comfortable and relax. It influences them to stay longer and read more.

C. Rationale

The eleventh grade students of Language Program at SMU 2 Sukoharjo have problems related to writing skills and class learning situation. The problem indicators of writing skills are related to difficulties in: (1) expressing ideas dealing with the elements of the story; (2) using correct grammar; (3) using

accurate spelling and punctuation; (4) organizing the elements together in the story; and (5) using sentences styles and choosing appropriate words to describe ideas of the story.

Whereas the problem indicators of class learning situations are as follows: (1) the class is not inspiring; (2) the students are not motivated to do class activities; (3) they do not pay attention to the tasks of writing; (4) they are not enthusiastic in doing strategies of writing; and (5) they get bored with the monotonous technique of teaching.

Those problems mentioned above are caused by: (1) the absence of interactive media such as pictures and instrumental music; (2) the limited use of sequenced activities from first, revised, and final drafts to eliminate their grammatical errors; (3) the lack of the teacher's efforts in creating tasks to correct mistakes on spelling and punctuation; (4) the absence of good strategies to organize from sentences, paragraphs into a coherent piece of discourse and to communicate ideas correctly based on its purpose; (5) the absence of a better technique of teaching to create good sentence and expression styles and choice of words applied in the short story to be developed by students on their own.

To overcome those problems, the researcher uses a teaching technique which starts from getting students' attention, guiding to their actual needs of learning, showing models to be exposed by them, and taking action of writing. These phases follow the effective ways of persuading people to do learning by doing. If the messages of learning are meant for persuading learners, so a teacher needs to touch motives that drive them. He suggests his students to accept and do

his ideas. In this way, the learners are quickly motivated to learning as they are approached by emotional appeals or affective sides. Then to reinforce that, he can use logical reasons or cognitive sides to strengthen his appeals. According to Emil Dovifat (1968: 121), many people do their action because of emotional reason than logical reason. *“die masse....habe eine kleinenverstand, aber ein grosess herz”* (Human has small volume of brain, but big ones in his heart). Based on this statement, the emotional reason is workable that influence behaviors of someone to do something. In the case of teaching-learning, the approach is more affective rather than cognitive.

Thus, if the teacher wants to persuade students to do imaginative writing, take their attention first. Second, arouse their needs to write and show them how to fulfill their needs of writing. This is by visualizing models of writing both from the teacher or students. Finally, encourage them to take action by writing based on their own stories. A Four-Phase Technique then is required to solve the students' problems above.

The writer recommends using A Four-Phase Technique as it can give solutions to problems of students in writing. Firstly, it is by requiring attention through Oral Composition to help them get ideas quickly. Therefore the practice of imaginative writing should be accompanied by media such as cartoon pictures and instrumental music to give the effects of relaxation, inspiring ideas, and arousing imagination. Secondly, it is by checking their grammar, spelling, and punctuation in the Sentence Writing activity. Every groups write their works on the board and let other groups revise the grammar errors and mistakes in spelling

and punctuation. The teacher write possible ideas to help them revising their short stories. The story is chosen as the model of imaginative writing because everybody loves story.

Thirdly, it is by requiring every students to add or combine their imaginative stories in Co-operative writing. To build the characters, settings, plots, and theme, the recorded composition story then are described with vivid details within a group of eight students Then they work by themselves to finish the short story based on ther own imagination.

Fourthly, it is by requiring a direct writing guidance using sentence styles in English. The students can develop that story by Written Composition activity to renew the setting, plot, or characters based on their own imagination. They just revise the setting or add more conflicts to be looked new. It is designed to help students organize their ideas of writing clearly and coherently into elements of stories after getting feedback from teachers and peers. In this activity instrumental music is played to maintain the activity goes smoothly and keep the students working. Thus, all of those activities can be figured out as in Figure 2.2.

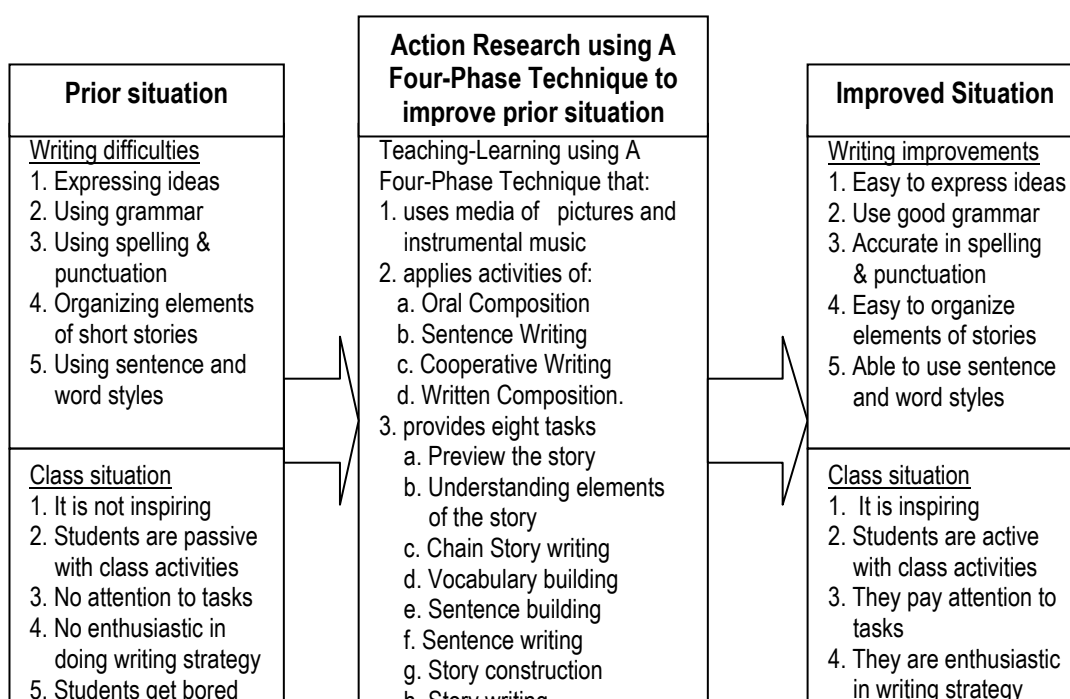




Figure 2.2. Cycle Activities of Classroom Action Research

RESEARCH METHODOLOGY

This chapter concerns with the methodology of conducting the research.

To elaborate more clearly, this chapter will be elucidated in five parts, namely: (a) context of the research, (b) method of the research, (c) research procedures, (d) technique of collecting data, (e) technique of analyzing data, and f) schedules of the research. The elaboration on each part will be presented as follows.

A. Context of the Research

1. Setting of the Research

The classroom action research was conducted at SMU 2 Sukoharjo. It is located to outskirts of Surakarta, at Mendungan Pabelan district on Kartasura-Surakarta Avenue in Sukoharjo regency. Among the eleventh grade study programs, it has one Language Program equipped with a language laboratory, LCD projector, and laptop. The eleventh grade class of Language Program is near the front school gate. It faces to the public street that is surrounded by local communities.

The research was carried out during semester two starting from March 23rd until June 17th 2010 in the Academic Year of 2009/ 2010. The English language-teaching program consists of general English at formal hours and remedial English at 14.00 to 16.00 pm. The formal class has seventeen-week class meetings, each of which meets for five hours of formal instruction on Thursday, Friday, and Saturday. The remedial class starts on the beginning of February to the end of March 2010.

a. Classroom Situation

The situation where the language is used in the classroom is relaxed but seriously. This typical situation is commonly found in public school community where they like to present a serious thing in relaxed manner. The main thing is not the result of their discussion but they use the language for the purpose of maintaining social relationship and intimacy and surviving in their community. Usually the language used by teachers is formal in the opening statements and later on tends to be informal when students think they do not have any social and geographical barriers among them. It happens in small informal intra-group interactions; therefore the community of the Language Program of the eleventh grade class has primary relationship where they are close and well known to each

other. It causes the conversation that can be in long duration as participated by small number of participants.

b. Classroom Interaction

1) Classroom interaction between students and students

The eleventh grade class community is between lower and middle classes. They both know well standard and mother tongue languages. However, they seldom switch from Indonesian to English as bilingualism as it is not unusual in their daily conversation. Although the use of English for everyday conversation is still seldom to find among the students, its use is still mostly continued even somewhat out from an air of “public speaking“. For most of the eleventh grade class of Language Program, it is rapidly becoming more and more an integral part of their efforts in coping to learn the daily cultural life and will become even more so as the present generation of school faces globalization era.

2) Classroom Interaction between Students and Teacher

The situation is less teacher-friendly and student-friendly interaction. The English language teaching done by the teacher is somewhat difficult to follow, with not clearly identified teaching points, carefully organized and sequenced units, comfortable pacing, and a lack variety of stimulating and enjoyable learning tasks. It provides fewer media to use in the classroom which is useful for both the students and teacher to interact. The students need to relate media they watch, hear, feel, and touch with the real things around them, while the teacher need media to get the maximum benefit of the teaching-learning achievement.

2. Subject of the Research

a. Students

There are thirty three students at the eleventh grade of Language Program. Their ages range from sixteen to seventeen years old. They can be classified as teenagers. Some of them are somewhat curious about words in English. They often seek the teacher's explanation about English names of pictures presented in the class, or just guess them spontaneously. Some of them try to look for the meaning of the vocabularies in their dictionaries. They are worried for making mistakes that makes them are reluctant to take part actively in English class. They are not accustomed to do writing tasks as the concentration of learning is focused in the examination text types. Therefore they rely on students' worksheets (*Lembar Kerja Siswa*).

The females, which are twenty seven students in numbers, appear to have greater verbal ability than male students do. It can be known that they are superior in doing kinds of tasks requiring verbal fluency. On the other hand, the six male students appear to dominate class activities which use non-verbal languages such as doing gestures or mimics. Both female and male students prefer to do tasks with the same sexes.

The eleventh grade students have a very little knowledge about current affairs in any parts of the world except their surroundings. They have knowledge about places which are familiar to them. They are able to tell what happens in their surroundings with their own words. They know few words of expressions derived from exposures given by the teacher's classroom language. They have abilities to acquire those few expressions from hearing and watching the teacher's

interaction in the classroom. When they are involved in fun and communicative activities, they are able to acquire form and meaning of their teacher's language expressed in the real context.

b. The Teacher of English

The English teacher, DP, is a graduate of English Education Department of Faculty of Language and Arts of UNY Yogyakarta in 2002. As a teacher, his type is an involver. This kind of teacher knows the subject matter. He is also familiar with teaching methodology; he is able to use appropriate teaching and procedures as well as techniques to help students learn about the subject matter. Explanation may be one of the techniques. The teacher tries to involve students actively and puts a great deal of effort into finding appropriate and interesting activities that will do this, while still retaining clear control over the classroom and what happens in it. His attitude toward changes in the teaching program is positive, but he does not have enough time to work on that. When teaching, he spends much time on explanation as students request him to do that.

B. Research Method

1. The Nature of Action Research

Gay (1987: 6) says that research studies can be classified into their purpose. There are five categories of research study based on the purpose. They are basic research, applied research, evaluation research, research and development, and action research. Based on its purpose this study is classified into action research.

Kemmis (in Hopkin, 1993: 44) state that the definition of action research (AR) is:

"...simply a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out....In education, action research has been employed in school based curriculum development, professional development, school improvement programs, and system planning and policy development."

Mills (2006: 6) defines action research as:

"...any systematic enquiry conducted by teacher researcher, principals, school counselor, or other stakeholder in the teaching learning

environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving students outcomes and the lives of those involved."

Little (2001) defines action research as a process to identify and solve instructional concerns within teacher's own classrooms. According to Mc Kay (in Rochsantiningasih, 2004) declares action research as an effective strategy for engaging educators in the change process. Educators involved in action research think about a specific group in a particular setting with the main goal of finding better ways to do their job.

A classroom action research then is a formal research that studies teaching-learning problems in classroom. It can be done by teacher themselves to get skills knowledge and self confidence for making any significant changes (Johnson, 1992: 212-213).

Based on the statements mentioned above, it can be concluded that action research is a form of self-enquiry undertaken by teachers as researchers to gather information of a specific problem in educational situation, to gain insight, to develop practices and to analyze their own practices systematically in order to bring about change in classroom situation and improvements in students' skills.

In this study, the purpose is to improve the quality of the classroom teaching learning process especially in teaching imaginative writing using A Four-Phase Technique, collaborative strategies, and pictures and instrumental music media.

2. The Characteristics of Action Research

Kemmis and Mc Taggart (1998) in Nunan (1992: 17) state that there are three characteristics of action research. Firstly, the action research is carried out by practitioners rather than outside researchers. Secondly, the kind of the action research is collaborative, and thirdly, the action research is aimed at changing conditions.

3. The Model of Action Research

The action research is conducted in four cycles. Every cycle follows the stages which are proposed by McNiff (1992:22).

1. Planning: how the teacher make the students learn to imaginative writing. The

teacher tries to use A Four-Phase Technique accompanied by pictures to help getting ideas and instrumental music to condition class situation.

2. Acting: the teacher applies A Four-Phase Technique. Every time students do the task activity, it is accompanied by instrumental music to guide them to the right track of learning.

3. Observing: at the same time the teacher observe whether using A Four-Phase Technique, the students writing skills are improved, whether cartoon pictures and instrumental music can control class situation.
4. Reflecting: the students' skills are improving in terms of getting ideas to write and wrote into paragraphs, but possibly there are many grammatical mistakes in writing the ideas. Therefore, the next cycle then is done to omit the grammatical mistakes in imaginative writing.

Those cycles can be illustrated like the following model developed from Jean McNiff (McNiff, 1992: 23).

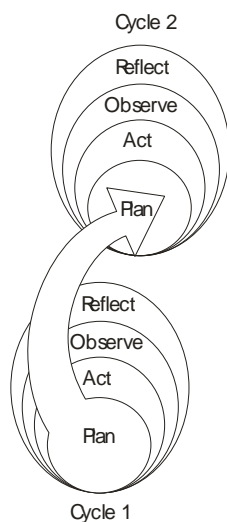


Figure 3.1 Cycles Stages of Action Research

And the relationship of cycles in research procedure is shown like this:

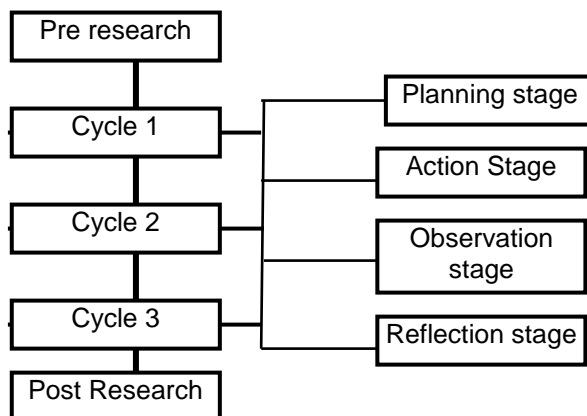


Figure 3.2 Relationships of Cycles in Research Procedure

C. Research Procedure

The research procedure is concerned with the process of improving the students' imaginative writing skills through A Four-Phase Technique for the learners of SMU 2 Sukoharjo at the eleventh grade. The pre-research will do steps like collecting and analyzing data of students and their learning needs. Then it continues with cycles of action research divided into four cycles: 1) the planning stage which is the designing and preparing of the technique, strategies, media into lesson plans, 2) the action stage which is the teaching-learning activities of imaginative writing using controlled to freer activities accompanied by instrumental music media, 3) the observation stage which is to find out whether any improvement and if there is, to what extent the improvement is in the implementation of the technique in teaching imaginative writing skills by the use of instrumental music media, and 4) the reflection stage which is evaluating the weakness and strength of A Four-Phase Technique to take further action in the next cycle. They are then sequenced and described in details below.

1. Pre Research

The teacher as a researcher began with focusing the problems of his teaching writing. He interviewed colleagues whether they had the same problem when teaching writing. Then the study started by conducting a survey to find out the students' problems in writing. It was by finding out the learning style and self-concept of the eleventh grade students of Language Program class of SMU 2 Sukoharjo. After that, it tried to find out the learning situation may happen when teaching-learning writing was on the way. The survey was carried out through questionnaire, and observation. The results of the survey were classified then into two kinds: problems of students' writing skills and classroom learning situation.

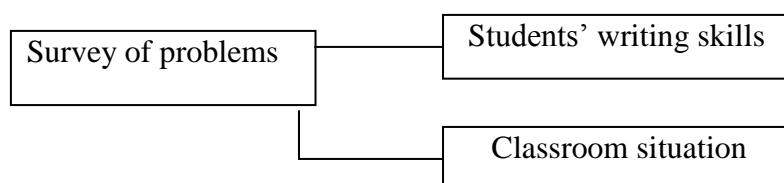


Figure 3.3: Pre-Research

2. Planning Stage

By referring to problems of writing skills and classroom situation, the teacher then set his mind to choose an effective teaching technique. Then tasks and activities were set up in accordance with teaching strategies. The end of the work of this step generalized the English lesson plans for the eleventh grade learners. To know whether the lesson plan was suitable or not for the learners to learn, the teacher required try-out.

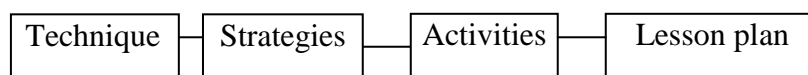
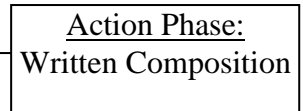


Figure 3.4: Planning Stage

3. Action Stage

The next step was concerned with the technique applied into teaching learning activities. With a reference to the writing skills and classroom activities in the lesson plans, the technique promoted ideas to formulate sentences coherent with communicative purpose of the short story. These sentences then were organized to create clear and logical sequences of events in the short story. They were graded in accordance with the availability of the characters, settings, plot, and conflicts based on the learner's imagination experience. The researcher chose the communicative and meaningful tasks such as activities suggested in the following figure.

Figure 3.5: Action Stage



4. Observation Stage

The application of the technique accompanied by media of pictures and instrumental music was observed to get the improvement on the teaching-learning in imaginative writing and a conductive classroom situation. It was done by a teacher's colleague as the collaborator. He filled an observation checklist form to

record any deficiencies in the teaching learning process. The teacher might

Attention Phase: Oral Composition	Need Phase: Sentence writing	Visualization Phase: Co-operative Writing
--------------------------------------	---------------------------------	--

might look at photographs which were available as the record results of his repertoire of teaching.

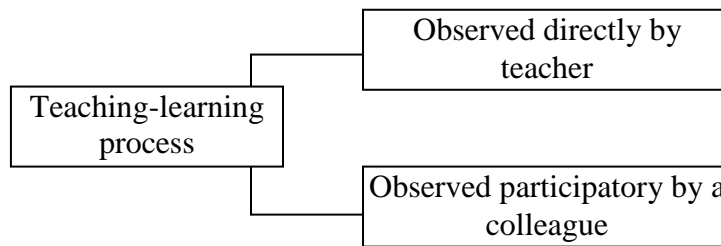


Figure 3.6: Observation Stage

5. Reflection Stage

The step of this stage was evaluating the teaching technique. The evaluation had three ways. First, the researcher wanted to reveal the deficiency of the teaching technique by analyzing the achievement test at the end of the teaching lesson. Second, he wanted to collect the students' comments in the questionnaire form. Third, he wanted to share with colleagues or teaching team to assess the overall teaching technique. The information provided by the feedback of trying out and evaluating the teaching technique were used to identify the deficiencies that the materials might have. Moreover, the feedback also gave the clues as to how these deficiencies could be overcome in the next cycle.

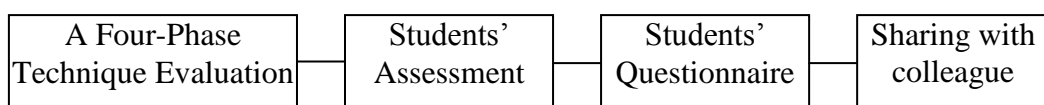


Figure 3.7. Reflection Stage

6. Post Research

The feedback from the try-out, the learners' assessment, the students' comments, and the evaluation form were then analyzed to give worthwhile information for the improvement of the teaching technique. It provided the useful

information to identify the technique deficiencies and gave the clues to overcome them. After analysis, the teaching technique was revised as suggested by the feedback to recycle the stages of research. The final work resulted in the suitable teaching technique for the eleven grade students of SMU 2 Sukoharjo in learning English imaginative writing. All steps of this stage could be seen in the figure below.

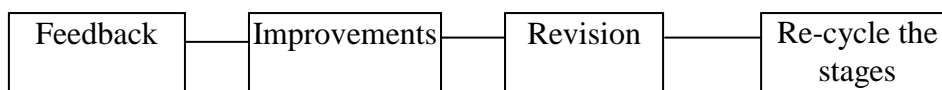
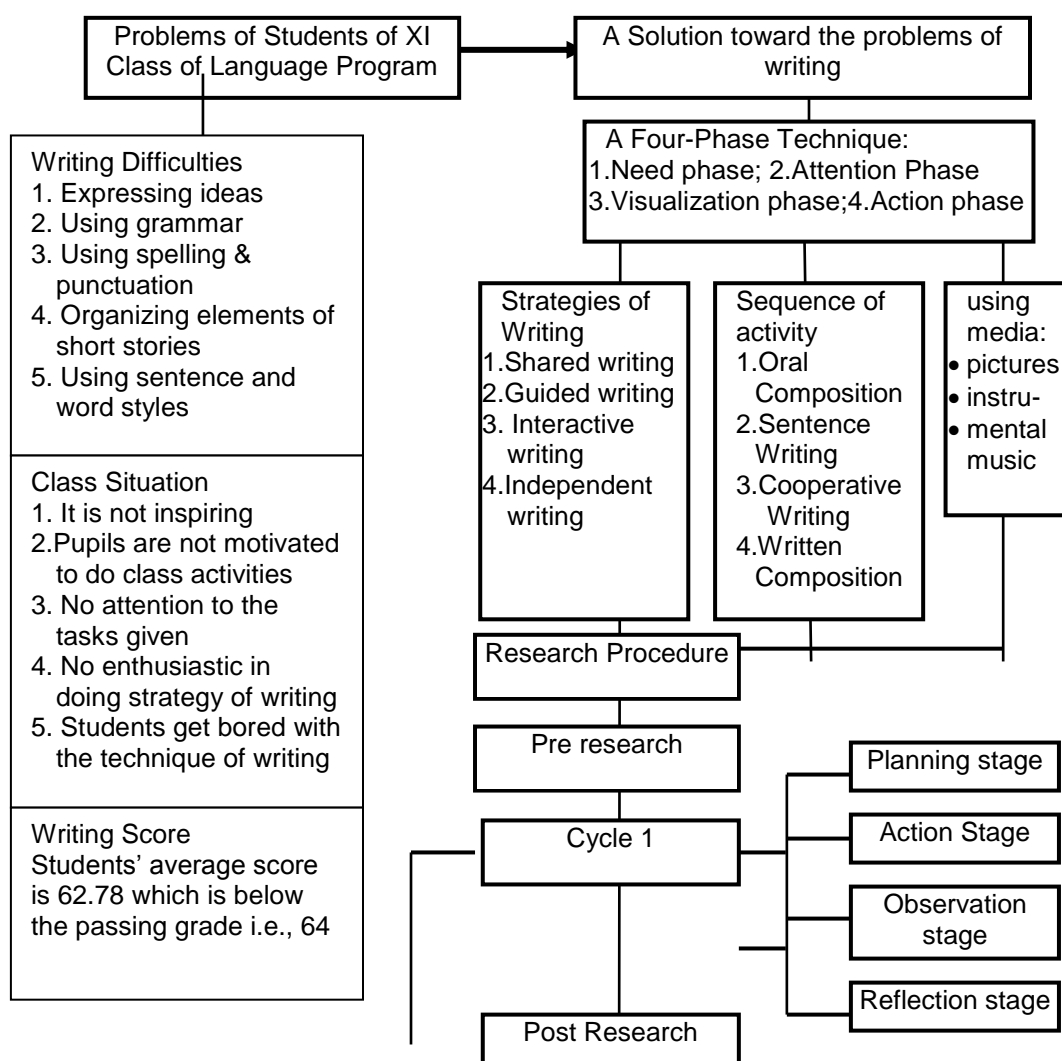
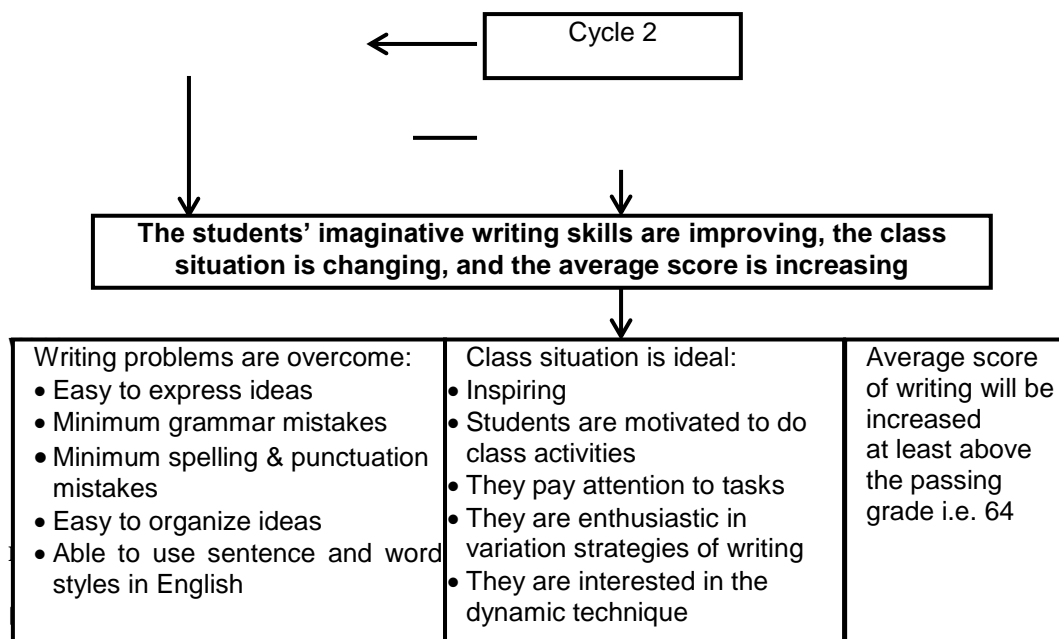


Figure 3.8: Post Research

To conclude all activities in this classroom action research, it could be seen from the overall plan of the study presented below.

Figure 3.9. Overall Plan of Classroom Action Research





There were two techniques of data collected from students, teachers, school documents, and teaching learning process. They were quantitative and qualitative data. Quantitative data were taken from questionnaire and tests achievements while qualitative data were field notes, teacher's diary writing, interview transcripts, lesson plan, and journal. In collecting the quantitative data, the writer used techniques as follows:

1. Questionnaire

In the research cycle especially in the reflection stage, it was used to gain the students' opinion whether the use of A Four-Phase Technique brings a change to their classroom learning situation. According to Johnson and Christensen (2000: 27), a questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study. It is in multiple choice forms of five alternatives based on the form made by Nunan (1985: 52). The questionnaire was conducted after surveying problems of the students in January 2010 and in the end of May 2010 at semester two of 2009/ 2010 Academic Year.

2. Test

A test can be defined as a systematic procedure for observing one's behavior and describing it with the aid of numerical devices or category system (Cronbach in Syakur: 1999: 39). The target was the students. The purpose is to know whether there is an improvement on the students' imaginative writing skills in the form of score before and after being taught using the technique. The test was done after every cycles of research has been finished.

To collect the qualitative data, he used techniques as follows:

1. Observation

The researcher observed the students activities and classroom situation while the teaching learning process occurred. The purpose is to watch and record varieties of teaching-learning activity of imaginative writing in classroom using A Four-Phase Technique. The obtained data were field notes and teacher's diary writing. It was taken after Action stage to observe the teaching-learning process in April and May 2010. According to Sukidin, et al. (2008: 114), in this activity, the researcher wants to know whether there is an improvement or not in the teaching-learning process before or after applying A Four-Phase Technique.

2. Interview

It was used to collect the data of the colleague's problems dealing with teaching writing at the beginning of the research. Then at the application of A Four-Phase Technique at the observation stage, the researcher interviewed him to know the participants' feeling in face to face interaction. The interview was conducted with colleagues of English teacher as the observer. The data was in qualitative form for the purpose of finding out thoroughly to complete quantitative ones in the form of interview transcript (Sukidin, et al., 2008: 107).

3. School documents

The documents here were students' work sheets in writing narrative texts, the lesson plans for the second semester in the Academic Year of 2009/ 2010, and the teaching journal which enclosed the score analysis of the writing tests results.

E. Techniques of Analyzing Data

In analyzing the data, the writer uses qualitative and quantitative analysis. The quantitative analysis is done at pre and post teaching–learning process whereas the qualitative analysis is done at whilst teaching and learning process.

1. The Analysis of Quantitative Data

Students' writing achievements were measured by using quantitative analysis. The researcher compared the mean scores of the cycle tests to find out whether or not there was an improvement of the students' writing skill achievement before and after A Four-Phase Technique was applied. The researcher conducted the cycles test in form of a composition writing test.

A formula of mean score is proposed by Arikunto (2002: 38). The formulas of the mean score of the cycles test can be calculated with the formulas as follows:

$$M = \frac{\sum X}{N}$$

Where M means mean score; $\sum X$ means the total score; and N is the number of sample.

The scoring rubric for the writing skills was adapted from Brown (2004: 244-245). The components were expressing and developing the elements of the short story, grammar, mechanics (spelling, paragraphing, and punctuation), organization of the text (cohesive and coherent, word order patterns, links and connection between events and communicate such relations as main idea and supporting idea), sentence styles and word choice.

Table 3.1. Scoring Rubric for Imaginative Writing Skills

Elements	Scores				
	5	4	3	2	1
1. The expression and development of elements of the story	(a) Ideas of story are genuinely developed by students' selves; (b) Composition describes vividly elements of the story i.e. characters, setting, plot, and theme; (c) They are clearly expressed (d) The story builds suspense.	(a) Ideas of story are developed from group works; (b) Composition describes most of elements of the story but misses theme; (c); They could be more expressed (d) Some extraneous conflicts are present.	(a) The ideas of story are developed from other similar stories; (b) Composition misses elements of conflict and theme of the story; (c) The story elements are not expressed exactly right; (d) Expression of suspense is not vivid.	(a) Ideas of story imitate other students' work; (b) Composition does not have clear elements of a story; (c) They do not reflect good expression (d) No suspense is built or the story is hurriedly written.	(a) Ideas do not reflect the narrative genres; (b) Composition of the elements of the story is completely inadequate (c) They do not express good ideas; (d) There is no apparent effort to arouse suspense.
2. Grammar Usage	(a) Correct use of articles, plurals, and preposition; (b) Correct use of pronouns; (c) Correct use of agreement, and verb form; and (d) Correct use of tenses in sentences.	Acceptable use of: (a) plurals & preposition; (b) plural pronouns; (c) verb forms; and (d) tenses.	Grammar problems are apparent in the case of: (a) articles and plurals; (b) singular pronouns; (c) verb forms; and (d) tenses.	Numerous grammar problems in the areas of: (a) articles, plurals, and preposition; (b) singular and plural pronouns (c) agreement and verb forms; (d) tenses in	Wrong use of : (a) articles, plurals, and preposition; (b) singular and plural pronouns (c) agreement and verb form. (d) tenses in sentences.
3. Spelling and punctuation Usage	Correct use of : (a) English word spellings; (b) capitals; (c) full stops, comma, marks of question, quotation, and exclamation, & apostrophes; (d) Good paragraphing such as left and right margins, indentation, and spaces.	Occasional problems with: (a) writing word spellings; (b) capital for names ; (c) punctuation of exclamation, question, and quotation marks; (d) Adequate paragraphing such as left margin is correct and spaces.	Spelling problems distract readers; such as: (a) many errors of word spellings; (b) capital for sentences beginning (c) punctuation mistakes interfere ideas such as full stops & comma; (d) lack of paragraphing such as left margin and indentation mistakes	Serious problems with (a) English spelling words; (b) capitals for names and sentences beginning; (c) full stops, comma, question, quotation, & exclamation marks (d) Mistakes in paragraphing such as left and right margins, indentation, and spaces.	Wrong use of: (a) English word spellings (b) obvious capital missing from draft to draft; (c) full stops, comma, question, quotation, and exclamation marks, and apostrophes; (d) obvious missing of margins, indentation and spaces.
Elements	Scores				
	5	4	3	2	1
4. organizing	(a) Organization	(a) Organization of	(a) Problems of	(a) Inadequate	(a) writer has

elements of the short story	of all elements (characters, settings, plot, and theme) is logical (b) They are well organized; (c) Effective orientation paragraph, events are stated leads to complication; (d) Supporting evidence given for resolution.	all elements of the short story is somewhat logical (b) They are organized but misses theme; (c) Orientation; complication, events and resolution of the story are acceptable; (d) Some evidence may be lacking of some ideas that aren't fully developed.	organization of the elements interfere logic; (b) They are less conflict and theme; (c) Mediocre or scant orientation; problems with order of ideas in complication and events; (d) The resolution may not be fully supported by the evidence given.	effort at organization of elements of the story; (b) The story lack of plot and theme (c) Shaky or minimally recognizable orientation; complication can barely be seen; severe problems with ordering of events; (d) Resolution is weak or illogical;.	not made any effort to organize the composition (could not be outlined by reader); (b) Most elements of the story are not available; (c) Absent of orientation or resolution; no apparent organization of complication; (d) Severe lack of evidence for events.
5. Sentence style, quality of expression, and word choice	(a) Precise vocabulary usage; (b) Good order of words (c) Use of parallel structure; (d) Expression is concise;	(a) Good vocabulary; (b) Adequate order of words; (c) Sentence style is not wordy; (d) Expression is fairly concise	(a) Some vocabulary misused; (b) Not really good order of words (c) Sentences may be too wordy; (d) Expression is less concise ;	(a) Problems in vocabulary; (b) lack orders of words; (c)) Lack variety of sentence structure; (d) Expression is redundancy	(a) Inappropriate use of vocabulary; (b) Poor order of words; (c) No sentence variety; (d) No concept of good English expression

2. The Analysis of Qualitative Data

In the pre-research, the in-depth interview technique was used for obtaining the data about problems in the writing class related to students' skills and class learning situation. It started with interviewing a colleague whether he had the same problem in teaching writing. After all problems had been discussed, the researcher then formulated the main problems and solution that could be done by the teacher.

After teaching observation, the findings were analyzed to reveal weaknesses of the teaching technique. It covered the writing skills of students and

classroom situation when the technique was applied. The result of analysis was used to construct the next cycles of the classroom action research.

In the cycles of the research, the analysis of qualitative data were done using constant comparative method as stated by Glaser and Strauss (1980: 105-113) and Moleong (1999: 210). The process was as follows:

a. Comparing incidents applicable to each category

While coding for a category, the researcher compared an incident with the previous ones in the same and different groups encoded in the same categories, including: (a) students' writing skill, and (b) class situation.

b. Integrating categories and their properties

In this process, the researcher compared incidents with other incidents classified into the same category then compared them to the primitive versions of the rules (properties) describing the category. The researcher compared each data of the research from the pre research data to the implementation of action ones.

c. Delimiting the theory

The researcher developed findings and related them to the previous theories. Delimiting began to occur at the level of the theory or construction because less modification was required as more and more data are processed.

d. Writing the theory

In this stage, the researcher constructed theories based on the result of the research findings. The construction of theories was better if those were suggested by the previous related ones. The writing theory related to the

previous categories, including: (a) students' writing skill, and (b) writing class situation.

The steps of data collection and analysis in this action research could be seen as the table below:

Table 3.2: Research Data Collection and Analysis

Steps	Data Collection		Analysis		Target		Data	
	Quantitative	Qualitative	Quantitative	Qualitative	Quantitative	Qualitative	Quantitative	Qualitative
Pre research	Questionnaire	a.Observation b.Interview	Descriptive statistics	Constant comparative method	Students	a. Teacher b. Colleague	Questionnaire report	a. Field notes b.Interview transcripts
Planning stage		Document analysis		Constant comparative method		School documents		a.Lesson plan b. time table
Action stage		Direct observation		Constant comparative method		Students		Teacher's diary
Observation stage		Audio visual observation		Constant comparative method		Teacher & Students		a. Field notes b. Photo documents
Reflection stage	a. Students' Portfolio test b.Questionnaire	Interview	Descriptive statistics	Constant comparative method	a. Students' test sheets b. Students	Colleague	a.Test scores b.Questionnaire reports	Colleague's comments
Post research		Document analysis		Constant comparative method		Teaching documents		School documents: Final draft of lesson plan

The final condition hopefully got better by improvement of students skills, i.e. students were easy to express ideas, were able to write without grammar mistakes, to apply correct spelling and punctuation, to organize elements of a short story well, and to use good expression and sentence styles, and word

choices. Another improvement was about the classroom situation when teaching-learning process takes place. Hopefully students would be inspired by pictures and instrumental music media, were motivated to work on activities, paid more attention to the tasks, were enthusiastic in doing writing strategies, and were interested in a dynamic technique. The improvement could be proved from students' achievement scores. The initial condition before action research, the mean score was 62.78 and hopefully it would increase to 64.

F. Schedule of the Research

The research schedule was carried out in nine months at semester two in the Academic Year of 2009/ 2010 as follows:

Table 3.3: Research Schedule

	Jan	Febr	Marc	Aprl	May	Jun	Jul	Aug
Preparing the instruments and arranging the letter of permission	√							
Doing interview and observation		√	√					
Testing out the technique to the 11 th grade students of Language Program				√	√			
Doing analysis the results						√		
Writing the complete research result for the findings of thesis							√	
Finishing thesis								√

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

The aims of the research are to find out whether or not and to what extent A Four-Phase Technique can improve the students' imaginative writing skills, and to describe the changes may happen after implementing A Four-Phase Technique in the classroom climate. Those are described in Chapter IV which is divided into three sections. Section A relates to the process of the research which describes the pre-research, section B relates with the implementation of the research, and section C relates with the process of research describes the findings and the discussion of the findings. The summary of the research is explained in Table 4.1.

Table 4.1. Process of the Research

STEPS	DESCRIPTION	PARTICIPANT	TECHNIQUES	DATA
A. Pre-Research	Surveying the problems of teaching writing			
1. Doing Questionnaire at 7 th of Jan 2010	Giving students questionnaires about their a. Learning style b. Self-concept c. Students' interests	33 Students	Questionnaire using Likert scale	Questionnaire report
2. Having Teaching Observation at 14 th of Jan 2010	Ask colleague S to observe Teacher researcher to get feedback of the real problems of teaching writing in class situation	Colleague S (55 years old), an English Teacher	Observation checklists using Semantic scale	Observation report in field notes
3. Interview with Colleague S at Thursday, 10.15 o' clock, 21 st of January 2010	Interviewing Colleague S related with real problems in teaching writing skills	Colleague S	Depth Interview	Interview transcript
B. Research Implementation to improve Ss' imaginative writing skills & change class situation	Cycle stages: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting the observation			
1. Planning Stage Cycle 1: March, 23 Cycle 2: May, 7	Preparing Lesson plan: the technique, strategies, activities, tasks, media, materials, & time schedule			Cycle 1: "The Old man & Donkey" Cycle 2: "The Mysterious Thief"

a Adapting a teaching technique to overcome students' problem	A–Four Phase Technique 1) Attention 2) Need 3) Visualization 4) Action	Teacher	Document analysis	A teaching technique integrated in Lesson plan
1) Strategies	a) Shared writing b) Guided writing c) Interactive writing d) Independent writing	a) Teacher b) Students	Document analysis	Strategies of writing integrated in Lesson plan
2) Activities	a) Oral Composition b) Sentence Writing c) Cooperative Writing d) Written Composition	a) Teacher b) Students	Document analysis	Activities of working models integrated in Lesson plan
3) Tasks	a) task 1: Preview the story b) task 2: Understanding the story c) task 3: Chain Story d) task 4: Understanding word groups e)) task 5: Sentence buildings f) task 6: Sentence writing g) task 7: Story reconstruction h) task 8: Story writing	a) Teacher b) Students	Document analysis	Kinds of tasks integrated in Lesson plan by using media of 1) pictures and 2) instrumental music
b. Preparing for the Action stage Cycle 1: March, 24 Cycle 2: May, 10	1) Camera, 2) Timetable schedule, and 3) Everything related to the action	Teacher	Document analysis	Timetable teach schedules
2. Action Stage a. Cycle 1: 1) 1 st meet: April 8 2) 2 nd meet: Apr 15 3) 3 rd meet: Apr 22 4) 4 th meet: Apr 29 b. Cycle 2: 1) 1 st meet: May13 2) 2 nd meet: May20 3) 3 rd meet: May 27 4) 4 th meet: June10	a. Implementing the action in four meetings 1) Attention phase (2x 45'/1 st meet) 2) Need phase (2x45'/2 nd meet) 3) Visualization phase (2x45'/ 3 rd meet) 4) Action phase (2x45'/ 4 th meet)	Researcher as teacher	Document analysis of 1) Ss' works of Sentence writing 2) Ss' records of Story reconstruction 3) Ss' drafts of Story writing	1) 1 st draft of writing 2) 2 nd draft of writing 3) Final draft of writing
3. Observation Stage a. Cycle 1: 1) 1 st meet: Apr 8 2) 2 nd meet: Apr 15 3) 3 rd meet: Apr 22 4) 4 th meet: Apr 29 b. Cycle 2: 1) 1 st meet: May13 2) 2 nd meet: May20 3) 3 rd meet: May27 4) 4 th meet: June10	a. Being observed by colleague b. Observe visual records	a. Colleague b. Teacher	a. Participatory Observation b. Photo document analysis	a. Observation checklists b. Field notes
4. Reflection Stage	a. Reveal the deficiency of	a. Teacher	a. Portfolio test	a. Ss test scores

Cycle 1: May 6, 2010 Cycle 2: June 17, 2010	the teaching technique by analyzing portfolio tests b. Collect the students' comments. c. Share opinions to assess the over-all teaching technique.	b. Students c. Colleague	results and analysis b. Questionnaire c. Interview	b. Questionnaire reports c. Colleagues' comments in Interview transcript
5. Post-Research	a. identify the improvement & change after using A Four-Phase Technique b. Revise the lesson plan	Teacher	Document Analysis	a. lists of improvement s and change b. Final draft of Lesson plan
C. Research Findings and Discussion	1. analyze the findings: a. How and to what extent A Four-Phase Technique improve the students' imaginative writing skills? b. How A Four-Phase Technique can change classroom learning situation?	Researcher	a. Reflection b. Triangulation d. Statistics computation	Final data and results to be interpreted and reported.

A. Description of the Pre-Research

The situation before the research was identified in pre-research stage. The pre-research was carried out to find out the problems of teaching learning process in writing. It had three activities; giving questionnaire to students, observing teaching-learning process done by colleague to the researcher-teacher, and interviewing colleague concerning the problems the teachers' face in teaching writing. After the researcher got all the data taken from pre-research, he then analyzed the data and the problems could be identified.

1. Questionnaire to students

There were three kinds of questionnaires given to the students in the first meeting in semester two at Thursday, January 7th 2010 starting from a quarter past ten o'clock. They were the learning style questionnaire (see Appendix C.1),

students' self concept in learning writing (Appendix C.2), and students' interest toward writing lesson (Appendix C.3).

a) The Learning Style

It was done to explore possible learning-style differences attributable to different learners. The result was then the students could be categorized by type according to the pattern of their responses on the questionnaire (Appendix C.1).

Based on the result, there were eighteen students like studying grammar, studying English books, and reading news papers, studying alone, finding their own mistakes, and working on problems set by the teacher. In this way, they liked to learn using reading skills, as thirty from fifty items of National Examination tests were in the form of reading comprehension.

About nine students were tend to like games, pictures, films video, using cassettes, talking in pairs and practicing English outside class. These learners were categorized as concrete learners. They were tending to prefer learning listening skills than other skills. They were tending to do this as they are easier to catch information in English by audio senses. They tried to understand what speaker might say. It was for the purpose to be able to do test items in English which contain 15 items of listening comprehension. By conditioning them self with the learning style like this, they hoped that they were able to do the test which understanding spoken conversation in English.

Four students liked to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of the class in shops, trains, etc., learning new words by hearing them and learning

by conversation. They could be classified as 'communicative' learners. They wanted speaking skills as there were some functional expressions included in the test.

Only two students preferred the teacher to explain everything, liked to have their own textbooks, to write everything in a notebook, to study grammar, learn by reading, and learnt new words by seeing them. The students wanted to learn writing skills more as they were categorized as authority-oriented learners.

From their style of learning, it could be known that writing skills were the weakest skills mastered by the students in learning English. The next step then, the teacher had to find out what made the students put writing skills on the last priority than other language skills. It was done by having a questionnaire of their self concept toward writing lesson. The purpose of the questionnaire was to know the strength and weakness of students dealing with writing skills. By analyzing their weakness and strength, then it could be known their actual lacks in mastering writing skills.

b) Self Concept

The result of the questionnaire showed that: (1) fifteen students had difficulties in expressing ideas, organizing ideas into elements of stories, using sentences styles and choosing appropriate words to describe ideas, grammatical and mechanics accuracy; (2) eight students had difficulties in organizing ideas into elements of stories, using sentences styles and choosing appropriate words to describe ideas, grammatical and mechanics accuracy; (3) seven students had difficulties in using sentences styles and choosing appropriate words to describe

ideas, grammatical and mechanics accuracy; and (4) three students had difficulties in mechanics accuracy. It could be concluded then that their lacks of writing skills were more emphasized in the area of linguistic competence such as grammar, spelling, and punctuation rather than in the area of expressing and organizing ideas by using sentence styles, quality of expression, and word choice as parts of their communicative competence.

After knowing this, the next step to do was applying the C. 3 questionnaire form of students' interests toward writing lesson. The questionnaire was preceded by steps determining the indicators of interests, such as class attendance, much in asking, and submitting assignments on time. It used Likert scales with four scales from interval one to four or conversely depending on the direction of questions. The answer very agree is given 4 whereas absolutely disagree can be given 1. In this questionnaire, there were ten statements. Therefore the lowest score is ten and the highest score is 40. If divided into four category, then 10-16 scale is considered low interest, 17-24 is less interest, 25-32 is interest, and 32-40 is very interest (Appendix B.3).

c) Students' Interests

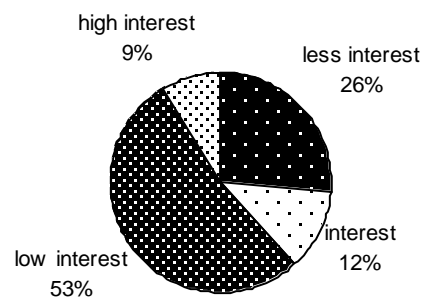


Figure 4.1: Questionnaire Results of Students' Interests

According to the results of the questionnaire of students' interests toward writing skills for the eleventh grade class of language program, about 9 % students were categorized high interest, 12 % of students were categorized interest, 26% students were categorized less interest, and more than a half of class or 53 % students were categorized low interest.

It could be noted then that they had low interests toward the teaching of writing. More than two third of the class population indicated that they have low interests on it. However to have improvement and change on the writing skills, the teacher had to find out what made the students did not have high interests towards the mastery of writing skills. He needed to analyze and evaluate the teaching and learning process, from the technique, strategies, activities and tasks, and media. Therefore for the next step, he did teaching and was observed by the colleague toward him self to reveal the deficiency of his teaching.

2. Classroom Observation

The date observed was at 14th of January 2010 by Colleague S (55 years old). He is an English teacher in Language Program class. The observation was done to reveal the deficiencies in teaching writing at XI class of language program that covered the elements teaching learning process i.e., the teacher, students, and class activities.

a) Teacher

Based on the observation checklist made by colleague, the teacher, D (35 years old) often used Indonesian language than using English, to strengthen the impression of words meanings. It was because he tried to explain anything asked

to him from the students. When he was afraid the students did not understand if he delivered them in English, he was then flexible in using the target language to his students. Therefore he was not creative in using the language that made the students were not motivated in taking participation as the teacher let them using Indonesian language than the target one. He just taught the students and seemed that he did not really listen to the students' needs as he always considered them ready to learn and well-informed about the teaching topic. He ignored the student's error as he seldom gave them feedback on their tasks or assignments. The way he taught was monotone using the same strategy. Students sat in the same position with the same classmate every time he taught and it seemed there was less effort in grouping and having them in dynamic groups. It lacked of interactive media as he tried to explain all materials. He believed that was easy and simple ways to do in his teaching.

b) The Students

Firstly about the students, they did not enjoy the situation. They were difficult to express their ideas as the class was not inspiring. The teacher was not accustomed to use interactive media in his teaching such as pictures and sounds. Secondly, the students did not seem motivated to work on the class activities the teacher set out to them. They did not take part actively. The enthusiastic atmosphere did not appear in the class situation. It seemed that the students were less effort to think directly in English as they always had grammar errors resulting from translating Indonesian sentences into English ones. Thirdly, they did not pay attention to task of writing that the teacher gave them. This could be noted from

the students' spelling or punctuation mistakes ignorance. If they tried to work on the writing task, often they did not get the feedback from the teacher. The teacher left students with the problems of spelling and punctuation without correcting their writing assignments to improve their writing skills. Fourthly, the students were not enthusiastic as there was no variation in strategies of writing from shared, guided, interactive, and independent ones to produce the first, revised, and final drafts. Therefore they were not able to organize the intrinsic elements into good short stories. Fifthly, the students got bored with the teacher's technique in teaching writing. No phase of teaching that guided them from controlled to freer procedure of writing. The teacher considered the students were able to write directly using their own sentence style, expression and diction without any guidance.

c) Teaching Activities

1) Engage Phase

In Chain story activity, the teacher was supposed to have attention from the students as they had to take part actively by giving ideas to construct the story. The materials story itself was suitable with the learner's knowledge as they understood the ideas of the story. The activity was good to ask them participating in the class activity as every one of them should give one single idea in the form of expressions or sentences to chain the story from the previous students. It was done interchangeably, from one to other students. The activity was dynamic and it encouraged the students' involvement in building up the story, as the students had to think what was the next, chaining their friends' story before.

2) Activate Phase

In Oral Composition, the activity was coherent with the purpose of building up story. The activity was done collaboratively among teacher and students. However the teacher had difficulties starting using English in the Oral composition activity as they still confused what was meant by their teacher when he said something. The activity was not smoothly running well if it was expressed in English. The teacher did not use interactive media such as realia, instrumental music to catch their attention, or pictures to help them understanding the ideas of the story initiated by the teacher. To avoid this situation, the teacher then switched to Indonesian language to make them easier expressing ideas. But there were little challenges as the students might think this way was the same as they did in Indonesia language lesson. There were little challenges in learning using English.

3) Elaborate Phase

In the Story reconstruction activity, the structure of the narrative texts were introduced by grouping the students based on intrinsic elements of the story i.e., characters, settings, plot, and themes or conflicts. In this phase the teacher gave necessary correction. However the students could not be independent in doing this reconstruction as the teacher was still dominant controlling the activity. But the classroom arrangement was better than previous activity as the students themselves had already got familiar with their groups that made them not reluctant in giving supports to their groups. In a group of eight, they got eight sentences for one picture but the conjunction or cohesive devices were not present yet. There

were no dynamic activities where the students could join to other group, formed a new group to link between sentences and organize ideas into good paragraphs. As they did it with their previous group, the ideas could not be enriched by having others from different group.

To develop their ideas of the story, the teacher then decided to ask them in building up the story by writing their opinions in their workbook. The activity were ended when the teacher asked them to write the whole ideas of the story in a paragraph that covers the elements of the story such as characters, settings, plot and conflicts or theme of the story.

Below was the scores result of the eleventh grade students of language program in writing assignments under the story topic “The Hat Seller and Beard Monkeys”.

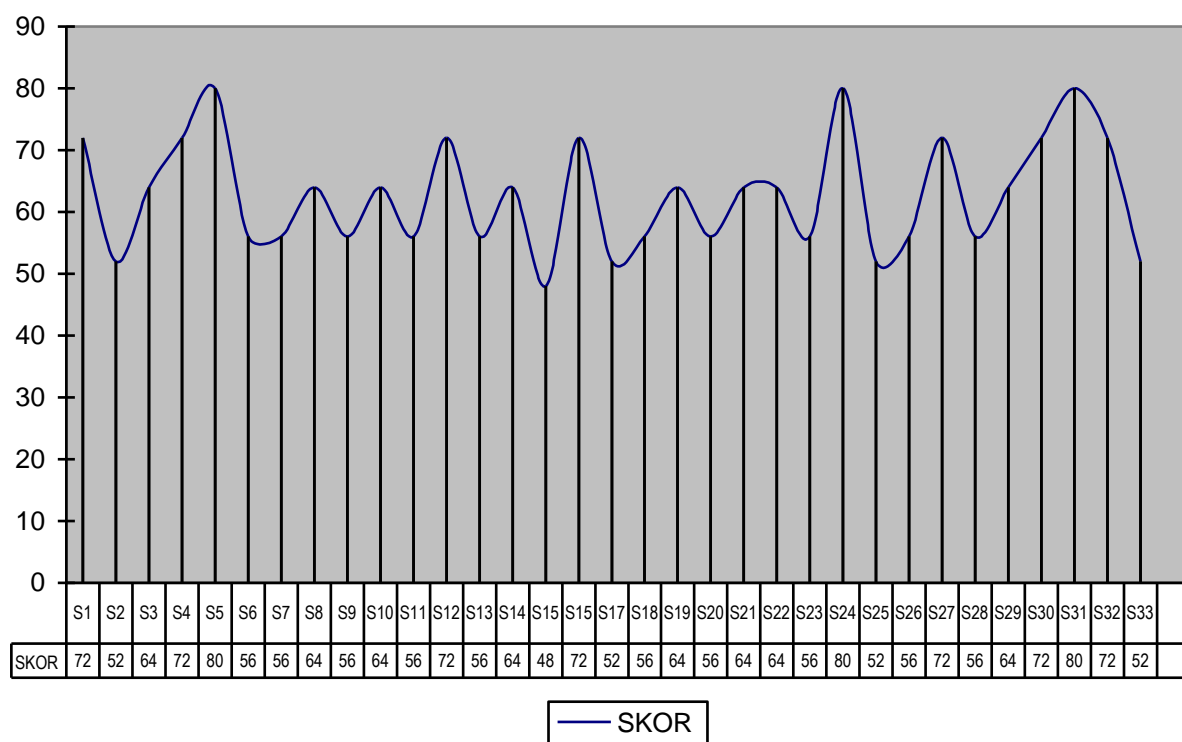


Figure 4.2: Students' Scores of Narrative Writing Assignments

Based on the chart, it was concluded that most of the eleventh grade students of language program got below the passing grade, i.e., 64 score. It could be noted also that many students were still performing linguistic errors in the area of grammar, spelling, and punctuation rather than expressing and organizing ideas by using sentence styles, quality of expression, and word choice as parts of their communicative competence.

About class situation, the students were not highly motivated when working with class activities. The learning climate was effortless as they did not pay attention to the tasks given. Moreover, the classroom settings were also not inspiring as a pace of dynamic learning. This made them got bored with practice of writing and affected the learning climate not enjoyable and fun anymore.

3. Interview with Colleague

To dig deeply those problems happened in the real classroom, the researcher did an interview with other English teacher to check whether they had same problems in teaching writing. The date interview with Colleague was the third time the researcher taught English in XI Bahasa at semester two. It was Thursday, 21st of January 2010. The setting was in the teacher's room, at the second row, desk no.3 and the time was almost twelve o'clock. I am Mr. D (35 years old) as Researcher and Mr. Sri S (55 years old) as Colleague, were about to teach in different class.

From the interview, the data obtained was that Mr. Sri, one of English teacher on Language Program class, had opinion that basically there were factors challenging the teaching of writing in the class. 1) lack of ability to think directly in English, which meant having difficulties in expressing ideas in English; 2) formulating sentences with Indonesian language pattern as a result of translation, which sounded an inability to choose appropriate words, to construct correct sentence, and to use good style of expression; 3) grammatical mistakes; 4) spelling mistakes; and 5) incorrect using of punctuation (Appendix C.4).

Thus the pre-research results brought the researcher to the main problems of teaching writing at the eleventh grade of language program at SMU 2 Sukoharjo. They could be known from indicators related to the students' writing skills which affected the classroom learning situation. Those indicators then led to the five problems of teaching writing which would be focused in the research. They were written in the table below.

Table 4.2 Problems of Teaching Writing

1. Indicators of the problem related to writing skills
<ul style="list-style-type: none">a. They found it hard to express ideas dealing with the elements of the story such as characters, settings, plots, and conflicts of the story.b. Although able to write their ideas into paragraphs, they also made a lot of grammatical mistakes, such as tense, word order, and plurals.c. They had problems dealing with accurate spelling and correct punctuations.d. They had difficulties in organizing those elements together in the story.e. They had difficulties in using sentences styles and choosing appropriate words to describe ideas of the story.
2. Indicators of the problem related class situation
<ul style="list-style-type: none">a. The class was not inspiring as the teacher was not accustomed to use interactive media in his teaching such as pictures and sounds.b. Students did not seem motivated to work on class activities.c. Students did not pay attention to the tasks of writing.d. Students were not enthusiastic in doing strategies of writing.e. Students got bored with the monotonous technique of teaching.
3. Causes of the problems in teaching writing
<ul style="list-style-type: none">a. The absence of interactive media such as sounds or pictures made the students difficult to express ideas in imaginative ways.b. There was a limited use of sequenced activities such as students had first drafts, second drafts, and finally revised drafts to limit the students' grammatical errors.c. A lack of the teacher's efforts in creating tasks that enabled the students eliminating their mistakes on spelling and punctuation in producing accurate sentences.d. The absence of good strategies that could organize sentences into paragraphs, join paragraphs together, organize ideas into a coherent piece of discourse, and communicate ideas correctly based on its purpose.e. The absence of a better technique of teaching that to create good sentence styles and choice of words applied in certain of the story such as building up collaborative models of writing to be developed by students on their own.

B. Implementation of the Research

After knowing the problems in teaching writing, the skills focused in the research was imaginative writing skills as the researcher tried to approach from affective first rather cognitive writing. It was believed that using affective first than cognitive would help the learners express ideas easily. After that, ideas could be organized using cognitive skills. Finally the practice of drafting, revising and

finishing the composition used psychomotor skills. Thus the combination affective, cognitive and psychomotor skills in writing would give the students maximum benefits toward their progress of writing skills.

Furthermore, the researcher decided to apply a better teaching technique than before. It was considered that A Three-Phase Technique (Engage, Activate, Elaborate phases) did not give a chance where the students could have more practice to do their own. Therefore the researcher chose A Four-Phase Technique where the last phase was aimed to give more chance to the students to write independently. The researcher was sure that this teaching technique was one alternative solution of the problems.

The implementation of A Four-Phase Technique in teaching imaginative writing skills consisted of two cycles. The first cycle used A Four-Phase Technique to improve mainly the students' writing skills. If there were improvements on their writing skills, surely it brought a change to classroom learning situation. The improvements in the first cycle became the consideration of planning more improvements in the second cycle. The weaknesses in the first cycle would be reduced in the second cycle. Each cycle consisted of four meetings which had time duration 90 minutes. Each cycles consisted of four steps: (1) planning the action, (2) implementing the action, (3) observing the action, and (4) reflecting of the observation results. The research implementation in cycle 1 was provided in the table 4.3.

Table 4.3 Implementation of the Research Cycle 1

Problem	1. Writing Skills The students were difficult to: a. express ideas related to elements of a short story	2. Class Situation The students were not: a. inspired in class by the absence of good
----------------	---	---

	b. use accurate grammar c. use correct punctuation and spelling d. organize ideas of the story elements into the whole short story e. use sentences, expression and choice of words in English styles	media in his teaching b. motivated to work on class activities. c. paying attention to the tasks of writing. d. enthusiastic in doing strategies of writing. e. interested in the technique of teaching.
Solution	Using A Four-Phase Technique: Attention, Need, Visualization, and Action phases.	
Students	The 33 eleventh grade students of Language Program at SMU 2 Sukoharjo	
Cycle 1	Using a short story entitled "The Old Man and Donkey"	
Plan	Preparing a lesson plan using A Four-Phase Technique i.e. Attention, Need, Visualization, and Action phase to produce a short story text entitled "The Old Man and Donkey". It was facilitated by pictures.	
Action	<p><u>Meeting 1</u> In Attention phase, Teacher (T) drew attention of Students (S) by doing task 1: Preview the story and task 2: Identifying elements of the story. After S got enough exposures, T introduced Oral Composition activity followed by doing task 3: Chain Story. It was shared writing strategy.</p> <p><u>Meeting 2</u> Next in Need phase, T guided S to their needs by doing task 4: Vocabulary buildings and task 5: Sentence buildings. They were for the purpose of doing task 6: Sentence writing. In this activity, it dealt with the writing of characters, settings, plot, and theme as the intrinsic elements of a short story. It was a guided writing strategy.</p> <p><u>Meeting 3</u> Then in Visualization phase, after S get enough exposures of the story includes characters, settings, plot, and theme, they were asked to visualize those elements of the story by joining them in Cooperative Writing. In this activity, they did task 7: Story reconstruction. It was interactive writing strategy.</p> <p><u>Meeting 4</u> Finally in Action phase, S were asked to do Written composition by having task 8: Story writing. It was independent writing strategy. After getting feedback and error correction they had to write and develop their own story. Then they did a portfolio test where the students wrote the story independently.</p>	
Observation	<p><u>Meeting 1</u> In Oral composition, the class leaning situation was inspiring as pictures were shared from flashcards and shown from LCD. They had brought inspiration to the next happen. The students could refer back to the previous picture to link others' story with theirs. Everybody was motivated to chain story orally as they waited every picture from LCD curiously. Task 1 was used to draw the students' attention while task 2 was for directing their attention to focus on the problems. Task3 was used to keep their participation for constructing the story together. It was observed that A Four-Phase Technique had got their attention to focus on the learning activity.</p> <p><u>Meeting 2</u> In Sentence writing activity, S were asked to write details of characters, settings, plot, and theme in a group of eight. T marked errors concerning with grammar and spelling and punctuation. S then revised their work after getting peer correction. Task 4 was for guiding their needs of using correct vocabularies while task 5 helped the students in ordering words in sentences. Task 6 was for the purpose of applying tenses in sentences. It was observed that A Four-Phase Technique had fulfilled their writing needs.</p> <p><u>Meeting 3</u> In Cooperative writing, groups were asked to build up the story together with their own members to unite the elements of the story. By doing this, they were trained to receive feedback, revision from others. The strategy to organize their writing well through first, revised, and final drafts had led them completing their imaginative writing of short stories without having so many difficulties in writing well. Task 7 was one way to visualize ideas of the students in building up the story collaboratively. It ended with showing models of a short story writing to be exposed by every student in writing their own story. It was observed that A Four-Phase Technique had visualized a model of writing to be followed by them.</p> <p><u>Meeting 4</u> After they got good models of the story, T asked S to do Written composition, i.e. wrote the whole story using their own expression, sentence style and word choice. They did it independently. It was observed that A Four-Phase Technique had brought them from controlled to freer activities to produce short story writing.</p>	
Reflection	1. Teacher's Reflection: a. Expressing ideas of the story elements	

	<p>- Weaknesses</p> <p>T considered that almost S (students) had a difficulty of expressing ideas related with characters, setting, plot, and theme of the story. Their Ideas of story imitated other students' work, developed from other similar stories, and from group works. Composition did not have clear elements of a story, such as missing elements of conflict and theme of a story.</p> <p>- Improvements</p> <p>After using A Four-Phase Technique, only 1 student still imitated others' work, 17 students developed ideas from other similar stories, 6 students developed ideas of story from group works, and 9 students developed genuinely ideas of story.</p> <p>b. Using grammar correctly</p> <p>- Weaknesses</p> <p>S were not accustomed to write more. The more sentences they wrote, the more grammar errors they created. Grammar problems were apparent in the case of articles, plurals, and preposition, pronouns, agreement, verb forms, and tenses in sentences.</p> <p>-Improvements</p> <p>Only 3 students had numerous serious problems of plurals, articles, and preposition. 26 students had grammar problems of articles and plurals apparent. 4 students had acceptable uses of plurals and preposition. By a collaborative writing, no students had wrong uses of plurals, preposition, and articles after having correction.</p> <p>c. Using correct spelling and punctuation</p> <p>- Weaknesses</p> <p>Students had serious problems and occasional problems with English spelling, capitals for names and sentences beginning, punctuation of full stops, comma, question, quotation, & exclamation marks</p> <p>- Improvements</p> <p>No students had errors in using capitals for names and sentence beginnings. 18 students had many spelling errors that distract readers. 15 students had occasional spelling errors. No students had problems with capital missing and spelling.</p> <p>d. Organizing elements of the story</p> <p>- Weaknesses</p> <p>S had a problem to organize characters, settings, plot and theme logically if they worked it alone. They could not describe those elements vividly such as missing conflicts and theme and developing plot to arouse suspense.</p> <p>- Improvements</p> <p>About 19 from 33 students had problems of organizing elements interfered logic. 12 students organized all elements of the story which were somewhat logically. 2 students organized characters, settings, plot, and theme logically</p> <p>e. Using sentences, expression, and word choice in English styles</p> <p>- Weaknesses</p> <p>S were not able to write sentence, expression and word choice in English styles. It was because of the result of transferring ideas using Indonesian syntactic structures into English ones.</p> <p>- Improvements</p> <p>However, through the process of first, revised, and final drafts, they could handle difficulties little by little. By having more process in writing, the sentence and expression styles, and the choice of words would be developed further. There were 3 students had problems in vocabulary choice. 26 students had some vocabularies misused. About 4 students had good vocabularies which were not misused.</p> <p>2. Students' Opinions:</p> <p>T needed to continue the story to guide them developing their story. S felt that by limited exposures (cycle 1 only six pictures for the whole story), they already had limited their creativity to express ideas of the story. So T should use more pictures and tried to link between the previous to the later one. They hoped that their writing would be going further with a lot of creativity derived from their imagination.</p> <p>3. Colleague's Comment:</p> <p>As S dealt much more on their imaginative writing skills, thus in the first cycle, it had not given much influence in classroom learning situation. As T concentrated more on the S problems, the classroom climate had not being undertaken. T should plan to deal with the problems of class situation whenever S had good progress in their imaginative writing skills. Thus in second cycle of the research, T should use different theme but linked to the previous story. It would be enriched by sounds and musical instruments and well classroom arrangements in order to create good atmosphere in class learning situation when A Four-Phase Technique was being implemented.</p>
--	---

1. Description of Cycle 1

The more details description of the implementation of the classroom action research at the cycle 1 can be seen in the following section. It begins from the plan action, observation, and reflection stages.

a. Plan stage

After the problems were identified on the pre-research, the researcher decided to conduct an action research. The action plan for the first cycle was based on this. To solve the problems related to students' writing skills and class situation, the researcher decided to focus on improving their writing skills first. If it improved well, automatically it would change the class situation it self.

Before going to class, the researcher prepared the lesson plan included A Four-Phase Technique, writing strategies, class activities, several tasks, media and teaching materials that would be designed like following:

1) Dividing the teaching-learning activity into four phases

Teaching is a process of transferring messages from teacher to students. Teaching is said successful if the learners receive complete messages from teacher. Therefore to be succeeded, it is planned carefully by preparing progressive steps to achieve the aims of teaching. At least four phases need to be considered when organizing messages of learning to be well received and understood, (1) gain attention first, (2) assure that messages becomes needs of the receiver, (3) visualize them to reinforce their comprehension, and (4) take action as what teachers asked to do. Thus the steps of teaching-learning were divided

into four phases, i.e. Attention phase, Need phase, Visualization phase, and Action phase.

Each of the phases consisted pre-teachings, whilst, teaching, and post teaching. In pre-teaching, the teacher greeted the students to create good atmosphere of learning. It was followed by praying together and checking students' attendance to establish class routines. In whilst-teaching, the teacher did the main activity such as Attention phase for the first meeting, Need phase in the second meeting, Visualization phase on the third meeting, and Action phase at the fourth meeting. While in post-teaching, the teacher summed up the activity by restating what had been learned and what would be the next. Finally the captain led the class to pray together to end up the lesson.

2) Using shared, interactive, guided and independent strategies

In carrying out the messages of learning, it needs good strategies to make the process of transmission messages to be effective and in an efficient way. Firstly it was shared to receivers of messages or learners, that they were joined in a whole group consisted of all class members to make sure that the materials of teaching were well understood. Secondly they joined into big groups for more guidance to make them on the right track of learning. Thirdly the strategy should be interactive to make the students cooperated well with others. Fourthly, when they were ready, they would work independently.

3) Using controlled to freer activities

In Oral composition, students followed the events of the story based on sequences of pictures. The teacher controlled the activity by directing the students

to build up story events in sequence. Then in sentence writing, they had to write the ideas come up from the teacher and students to record the results in order to become the models of constructing the story. The activity of cooperative writing was somewhat freer but still controlled by the teacher. The teacher facilitated the collaborative process but still referred to the models build up by class. Finally in Written composition, it was freer activities as the students were free to express the elements of the story using accurate grammar and writing mechanics, to organize and to link them into paragraphs of the story using good sentences, expression, and words choice.

4) Preparing materials and portfolio tests

The first material was taken from Composition through Pictures written by J.B. Heaton. The reason was that this source provided complete pictures to depict the events of the story. They were suitable to students' background knowledge as the pictures are inspiring, funny, and easy to display and to be copied. The students could express their enthusiasm by coloring and decorating pictures in order to be good looking. The characters, settings, plot and theme of the story were suitable with the students' schemata as they were simple, not complicated.

To arouse their inspiration and imagination besides using pictures, the teacher set instrumental music and sounds to create the real-like situation of the story. By doing this, the students could use their sense to develop their writing to be massive and vivid. The tasks were then designed to facilitate the students building up their schemata or their background knowledge. They were task 1 to preview the story, task 2 to understand intrinsic elements of the story, task 3 to

chain the story, task 4 to build vocabularies used in constructing the story, task 5 to build sentences correctly, task 6 to record the chain story results, task 7 to reconstruct the story vividly, and finally task 8 to write the complete story enriched with details of sentences, expression and dictions.

After doing task 8, the students had a portfolio test. The test was a collection of students' works which were constructed based on the sequence of the writing activities and were assessed to portrait the development students' skills. In here the students wrote a short story from simple to complex models. Besides for assessing the success of the students, the portfolio test was also done for making adjustment in the lesson plan for the next meeting. The form of the test, rubric score and blue print could be seen in the appendix.

b. Action Stage

In cycle 1, the researcher carried out four meetings. The first meeting of this cycle was attended by 32 students, one was absent. The whole students of XI Bahasa class were 33 students, with six males and twenty seven females.

1) First meeting

a) Pre-teaching stage

On 8th of April 2010, Thursday, at 12.00 pm the lesson started. The researcher as the teacher came inside and smiled toward his students (S). The captain of class XI Bahasa stood up and said, "Ready! Let's pray together. Amen." Then the teacher greeted the students by saying "Good afternoon everybody. How are you today?" The students answered "Good afternoon sir". Fine, thank you. And you?" the researcher answered "I am fine. Thank you".

After that the researcher checked the attendance list, “Who is absent today?” Eko was sick, Sir”. The captain of the class, student D P replied.

At 12.05 o’ clock, teacher D told to the class that they were going to see some pictures. There would be six pictures depicting a short story. However the pictures were not large enough to see from the back part of the class. Then, he offered whether the learning took place in language laboratory where they could see large pictures from LCD. S agreed to move to language laboratory. When they came in, T played instrumental music while waiting them to settle up.

b) Whilst-teaching stage: Attention phase

i) Task 1: Preview the story.

T showed a picture to the students identified as task 1: Preview the story.

It was for the purpose of getting their attention immediately.



Figure 4.3: Preview of the Story ‘The Old Man and Donkey’

He asked S, “Take a look at this. Where did it possibly happen?” S answered, “At street, crowd of people. Somewhere on the way to the market, sir”. T replied, “O.K. now look at the animal. What animal is it? Student S said,” it’s a horse! Another student at the first row shouted, “No, it is not a horse. It looks like uhm...*keledai*. Yeah. *Keledai*. What is the English word for *keledai* sir?” “Donkey”, answered T shortly. “O.K. Do you think a donkey is easily found in

Java?” how about you R?” T asked student R who seemed curious with the picture. “No way, sir” She said. T then continued. ”Very good. Now which part of the world had this animal? Most of the class answered spontaneously, “Arabic, Egypt sir”. “Good. Now look at the first picture! Who is he?” T asked again. There were various answer elicited by students. T chose one of them. It was from student M, he said, “An old man, a father of son”. “All right. If we knew the main characters, what do you think this story about? Students S answered, “The old man and donkey”.

ii) Task 2: Identifying elements of the story

At 12.30 o'clock, Teacher D guided the students to their learning needs by questioning about characters, settings, plot and conflicts available in task 2: Identifying elements of the story. T initialized by saying, “So, if the story about an old man with his son and their donkey, who were the characters of the story then?” The students echoed the teacher’s question by saying, “an old man, son, and donkey”. “What is he doing then?” T waited for a second, and then he pointed to students who look sleepy. “Doddy, would you?” *Ngedol jaran Pak!*” said him immediately. Soon all students were laughed hearing student D’s answer. O.K. selling the donkey, not a horse Doddy!” said T. “Where is he going to?” He asked further. “Can you see the notice at the picture? Could you please read that for me, Ajeng?” “To the market”, replied student A. T did an inquiry question again. “What’s the matter?” Student A responded, “To sell the donkey at the market“.

iii) Oral composition activity

After fifteen minutes, students had got enough exposures of elements of the story. T continued to visualize about the story would be if the ideas were chained from one's expression to others. He then planned to do Oral Composition. He explained, "When the first student expresses ideas, the second student records the expression. When the second student expresses the next idea linked to the first, the third students continues to write it". It was shared writing strategy by requiring attention through channeling learners' imagination. Teacher D showed the students a series of pictures or played instrumental music. The idea was the teacher and the class together built up a narrative. The teacher started by getting students to look at the first picture in the sequence that contained characters and setting. The students were encouraged to say what the man was doing and where he was going to.

Teacher said, "So... what can you say about the father?" Student A replied, "The man walking?" Teacher said, "Ok. With who?" Student A said, "With his son!" Teacher responded, "Right. Where?" Student A answered, "To the market." Teacher asked again, "When does it happen?" Student A replied, "One day, in the morning." Teacher said, "Ok. So can you give me a sentence?" Student A concluded, "One day, a father was walking with his son to the market."

iv) Task 3: Chain story writing

Student B took the action of writing by recording the sentence from Student A in a piece of paper. They were actually doing task 3: Chain story writing. When he was on his turn, he gave it to the student C on his left side to do

the same. It then continued till the last student had a chance to chain the story from the previous students and continued to record the sentence.

c. Post-teaching stage

T concluded that the students' activities reflected four elements of the story included characters, settings, plot and conflicts. As the lesson time had shown 13.28 o'clock, teacher D asked S to write all expressions to be written in their books. They should try to link all ideas to be a chain story that reflected the characters, settings, plot, and conflicts of "The Old Man and Donkey" story. It would be checked in the next meeting and he informed also what they would do at the next activity. Finally the captain closed by saying, "Ready, let's pray together. Amen."

2) Second meeting

a. Pre-teaching stage

The lesson started at 12.03 o'clock after greeting, praying, and checking students' attendance. Teacher D then reviewed the last assignment lesson by asking the students what elements of the story had while turning on the LCD and air conditioner in the language laboratory. Most students could answer correctly, while the rests echoed them. In this way the teacher tried to keep the students' attention to the previous materials which would be going to be discussed soon.

b. Whilst-teaching stage: Need phase

i) task 4: Vocabulary buildings

Teacher D distributed the worksheets which consisted task 4 and 5. He told students to read the instruction of the task. After this, he then asked four

students to do task 4: Vocabulary buildings. But there was no students raising their hands. It was a pause at 12.10 o'clock. Then teacher D told the class that the task was to identify vocabularies by denoting odd words not belonged to the word groups. He encouraged to student K to do the first. She was shy at first, but she tried by crossing the word 'donkey' not belonging to the word group of 'people'. The teacher appraised her and encouraged others to do the next. Then student A, M and S had a try. The teacher gave them more times to think to avoid mistakes that would discourage them. Finally all of them did well.

ii) Task 5: Sentence buildings

Teacher D continued to task 5: Sentence buildings at 12.20 o'clock. In this task, the students were asked to build sentences using expressions. The sentences were taken from the records of the chain story writing. The purpose was to identify missing parts of sentences with expressions suitable in the right box. As the options in the right box were equal with the items in task 5, students had answered the answer quickly before the teacher required them to do so. However the teacher kept asking to four slow learners sat at the back row to read the items and filling with the right options. Students P, DR, MS, and D did well.

iii) Sentence writing activity

At half past twelve, teacher D divided class into four groups of eight students namely characters group, settings group, plot group, and conflict group. Each group worked together to describe vividly those elements of the story. He arranged the class like this, "OK, class get into groups of eight. Do like this way. Student at the corner starts to count number one, and the next one counts number

two. It continues till number four. After that the next students count again from number one to number four. Make sure that all of you have your own numbers, Ok?”

Every student was enthusiastic in grouping using the way like this. After all got their own number, teacher D said loudly, “Well done class, Please join to a group based on numbers you mention! Who got number one will gather in group Character, number two will gather in group Setting, number three joins at group Plot, and number four is for group Conflict”.

iv) Task 6: Sentence writing

Then teacher D guided the students’ needs to write accurate sentences. It was guided writing strategy. The Sentence writing activity was to produce accurate sentences in order. The purpose was to train their skills in using acceptable grammatical systems, such as tense, agreement, plurals, pattern and rules and producing graphemes and orthographic patterns of English. In task 6, it dealt with the writing of characters, settings, plot, and theme as the intrinsic elements of a short story. The teacher told the students. “Right. Now we shall go on to task 6a. It is Sentence writing. Take your pen and paper out, are you all ready?” Students replied, “Yes!” The teacher said, “Good, listen to me, *One day, a father asked his son to sell their donkey in the market.*” What, what’s that? Repeat Sir, repeat again” cried the students at the back. “Alright, stop talking. I’ll make it slow”. Teacher then said the sentences again using more pauses to make sure that the expression was delivered well to the students.

After seeing all students had written the sentence, the teacher then further said, “Can you all see the board? Yes? Very good. Now, any volunteers to write the sentence? Student DP came forward and wrote the sentence. Teacher D went on saying, “Thank you, Danny. Hmm. I’m afraid it’s spelt with a capital ‘O’ and it needs coma and full stop. Can anybody correct this sentence?” There was a paused. Then, “Yes, you Mushofa, come out from your desk and go to the board!” He requested student M after seeing he raised his hand. The visualization of the sentences writing activity was ended after eight sentences had written.

Then the teacher told them to do the sentences writing for themselves. It was for the purpose of training the students’ skills in producing an acceptable core of words and use appropriate word order patterns. Then every group discussed thoroughly with their members about the elements of the story. The results then were written in a 90 x 60 cm white paper competed with the pictures depicting their description. To unite and fit their ideas of the story, every group send their best member to form an expert group. The purpose was to discuss together the result of their group, unified with others’ work to get complete and better description of the story elements. This task took 30 minutes.

The next step was the best member of the expert group gave feedbacks to others. It was guided by teacher by chaining ideas of every group to make a whole story. After the draft of the story was formed, then every member of the expert group went back to their former group and told the result of collaboration. The members of the group then wrote any feedback related to their works. Then finally they tried to compose every ideas coming up from them to describe the elements

of the story. They needed to record all of the ideas into their work sheets and this would be their first draft of their writing short story. If every student described one sentence, so in one group there would be at least eight sentences or description related with characters, settings, plot, and theme.

c. Post-teaching stage

Teacher D collected the students' records of writing after hearing the bell rang. Arriving this point, the activity was sum up by praying together led by the captain of class XI Bahasa.

3) The third meeting

a. Pre-teaching stage

When the teacher came to the class, the students were still outside the class. He gave chances to get inside. Therefore the class began at 12. 05 o'clock. Teacher D greeted them by saying a yield "SMA"! and responded quickly by students "Unggul". "SMA 2!" shouted teacher D. All students responded, "Jaya!" Teacher D repeated this yields for three times to take their attention immediately.

The teacher gave comments about last week assignment submitted by students. While he was speaking, one student came forward submitting his late assignment followed by others. There were ten late assignments piled on the teacher's table. The teacher then took eight late assignments and wrote them on the white board. Teacher put a sign on the left side where he saw mistakes. He then asked other students to revise the mistakes. But no one took the chance. After waiting for several minutes, the teacher decided to correct the mistakes by him self.

b. Whilst-teaching stage: Visualization phase

i) Co-operative writing activity

At 12.20 o'clock teacher told the class to get back to the former groups last week. Soon after they gathered with their own group, the teacher then focused on the group work results, i.e. details description of the story elements includes characters, settings, plot, and conflict. Each group was asked to show their piece of writing to the whole class. In this way the attention of the class was drawn to common mistakes.

The teacher then asked every group to correct the piece of others' work for only one concern. Group Characters focused on the spelling words and punctuation, group Settings was for tense usage, group Plot was for ideas organization, while group Conflict was for ideas expression. The teacher himself paid attention to the use of sentence style, expression, and word choices. It needed 35 minutes to mark the wrong sentences.

ii) Task 7: Story reconstruction

To check whether they had a progress in writing, the teacher told that they would have Cooperative Writing by doing task 7: Story reconstruction. It was an interactive writing strategy by sharing answers concerning the events of the story. After that, the students within group were going to write joint stories. He arranged the class like following: "Ok, class, get back to your groups again". After few minutes, He instructed the students, "Take a piece of paper and write this:

"Once upon a time there was an innocent father and his son who lived with their donkey in an edge of a forest".

“Can you all see the board? S replied, “Yes, Sir.” Marvelous. In your own group, continue this sentence. Every member of your group contributes one sentence to complete this. I want you all to join in. Example, (approaching the group Character) you are the first. Write yours. Then, give it to the left. And you Doddy, you continue the story by writing the next sentence. You get me Dod?” “Yes” Replied him. “Good. Ok. Class. This procedure is repeated till the papers have gone round”.

After the paper returned back to the originators by passing it to the student on the left, the teacher said, “Every of you have to write the whole sentences and also a concluding sentence. Finally one of you read your story to the class. I’ll go around helping you do this activity.”

c. Post-teaching stage

Teacher D closed his explanation by approaching every group to give further explanation in bahasa Indonesia. This activity is for the purpose of training them to develop writing strategies using prewriting devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. At the end of the class, the work of all students were collected and identified as the second draft of writing.

4) The fourth meeting

a. Pre-teaching stage

The lesson started at 12. 00 o’clock. As usual, the teacher greeted the students. In the beginning of the lesson, she checked lists of attendance. There

were three students absent without any notice left. The class was still noisy and the teacher saw they talked about preparation of students' Japanese drama which would be held on next Monday. It took five minutes to calm them down.

b. Whilst-teaching stage: Action phase

i) Written composition activity

Teacher D then reviewed the last lesson by denoting five common mistakes made by the students in writing the story. He gave examples by writing them on the class board but the class situation was not getting under controlled. Teacher D then switched to do the next activity: Written composition activity.

ii) Task 8: Story writing

At 12.15 o'clock, the students were asked to do task 8: Story writing. It was independent writing strategy. This activity was designed to help the students organizing characters, settings, plot, and theme coherently using cohesive devices after getting feedback from teachers and peers. Each student in a group of eight got eight sentences for one picture but the conjunction or cohesive devices were not present yet. So they had to link between sentences and organized ideas into good paragraphs.

The results from the Character's group work were below: (Student 1) It was very early in the morning. (Student 2) There was a father, a son, and a donkey (Student 3) A father wanted to sell the donkey. (Student 4) A son knew the way to go to the market. (Student 5) They walked together to the market. (Student 6) Everybody laughed on them. (Student 7) They carried the donkey, but they did not ride it. (Student 8) People thought that they were weird men.

Student 1 wrote: *It was very early in the morning. Every one stepped outside house. There were a father and son did the same too. They wanted to sell a donkey to the market. As the son knew the way to go there, they walked together to the market. However, everybody laughed on them. They thought the father and his son were weird people. They carried the donkey, but none of them was riding it.*

iii) Portfolio test

After getting feedback and error correction, students had to write and develop their whole story following the pictures. It was a kind of portfolio test where the students wrote the story independently. It was started at 12. 30 o'clock. The class situation as noisy as the students walked around to see other's work. Teacher D warned them that they had to work independently using their records of the story written in the workbook. It wasted their time if they just walked around trying to copy other's story writing.

c. Post-teaching stage

This portfolio test was ended up at 13.30 o'clock. The teacher then submitted them and promised that he would give a sign for correction on students' work. The teacher finally led the class to pray after the lesson time had run up. The class situation was still noisy till they saw the teacher prayed for him self.

c. Observation stage

When the researcher implemented the teaching imaginative writing using A Four-Phase Technique, the activities were observed by colleague S as a collaborator. He put a tick on semantic scales of an observation checklist. He took pictures and gave clarification dealing with the process of teaching-learning.

1) The first meeting

In Attention phase, the story materials were suitable with learners' background knowledge. It arisen their interests to participate by giving ideas according to the picture story. When teacher D asked them to take part in building up the story, they were enthusiastic. Pictures were shown from LCD had made them clear for the students to see. It was attractive as most of the students waited every picture from LCD curiously. The media was succeed to help them expressing ideas easily and could be exploited much in the writing activity.

In Oral composition, the class leaning situation was inspiring as pictures were shared from flashcards and shown from LCD. They had brought inspiration to the next happen. The students could refer back to the previous picture to link others' story with theirs. Everybody was motivated to chain story orally as they waited every picture from LCD curiously. Task 1 was used to draw the students' attention while task 2 was for directing their attention to focus on the problems. Task3 was used to keep their participation for constructing the story together. It was observed that A Four-Phase Technique had got their attention to focus on the learning activity.

Teacher's field note:

At the beginning, most of the eleventh grade students of Language Program of SMU 2 Sukoharjo did not get difficulties in expressing ideas to chain story in Oral composition. At this point, it can be noted that showing series of pictures related to the story accompanied by instrumental music had channeled their imagination toward the story. Furthermore, it brought improvement as the students felt freer to express ideas without being afraid of making mistakes. Relax

situation, visual and sound effects had made the students found something that they were difficult to release, ideas that had already inside their mind but was very often difficult to open it.

2) The second meeting

After describing elements of the story in front of the class, the students were asked to write details of characters, settings, plot, and theme in a white carton paper. Pieces of pictures were shared to form them in a group. They were allowed to decorate the paper while writing the description of each of story elements. They showed their group work results to others grouped by names of elements of the story.

Students then worked with task 4 for guiding their needs of using correct vocabularies. After that, they did task 5 which helped them ordering words in sentences. Task 6 was done for the purpose of applying tenses in sentences. In this Sentence writing activity, the students were asked to write details of characters, settings, plot, and theme in a group of eight. The teacher marked errors concerning with grammar and spelling and punctuation. The students then revised their work after getting peer correction. Other groups were allowed to give feedback about the ideas they have written. Teacher D then showed error correction to every of group concerning with the language use by putting marks and symbols on the left side of their sentence lines. The students revised their work after getting feedback, suggestion and error correction either from the teacher or peer solicitation. It was observed that A Four-Phase Technique had fulfilled their writing needs.

Teacher's field note:

At the Need phase, the teacher identified grammar errors, inaccurate punctuation and wrong spelling on students' writing. About grammar errors, it was the misuse of past form and noun group. There was inconsistency in using past tense forms as many of them only knew well present tense forms. They often misplace adjective with nouns and omitted the use of determiner articles such as *a, the* before nouns. Moreover they had a problem in word order and often left the word 'of' behind. About the punctuation, they were careless about using commas and full stops, inverted commas when writing dialogues, and question marks. Related with words spelling, there was inconsistency in using capital letters for names or sentence beginning. They wrote wrong spelling when changing words from present to past, double consonants, letter -s- addition concerning with plurals or the third singular person.

3) The third Meeting

In Cooperative writing, groups were asked to build up the story together with their own members to unite the elements of the story. If one group got difficult ideas about one of the elements, they went back to ask further to the expert group consisting one member of every group. Then they showed their results in class white board so that every group saw the creativity among them. They then equalized their work and completed to each other to formulate the best story.

By doing this, they were trained to receive feedback, revision from others. The strategy to organize their writing well through first, revised, and final drafts

had led them completing their imaginative writing of short stories without having so many difficulties in writing well. Task 7 was one way to visualize ideas of the students in building up the story collaboratively. It ended with showing models of a short story writing to be exposed by every student in writing their own story. It was observed that A Four-Phase Technique had visualized a model of writing to be followed by them.

However, the students still found difficulties at the beginning within their group. When they compared their works to others, they got more exposures how to organize the story well. The teacher showed them how to link between elements of the story and put them in good construction. Peer solicitation also gave contribution to errors correction and feedback. In general when they worked together, they could handle to organize elements of the story better rather than when they worked alone. Dynamic groups, collaborative writing, shared and interactive strategy of writing, and freer activities seemed to be recommended to use for making up the short story.

Teacher's field note:

By doing cooperative writing, the students had opportunities to organize the elements of the short story into one composition. It proceeded with writing the description of characters at the page of 'about the characters', followed with the general ideas of the story related to settings and conflicts at the page 'About the story', then continued with the plot; from orientation to resolution, rising to falling action, and from climax to denouement. Finally at the last page, it was ended with

writing the theme of the story that contained teachings of life related with the story.

4) The fourth meeting

After they got sufficient models of the story, teacher D asked the students to write the whole story using their own expression, sentence style and word choice. They did it independently. The teacher identified that many students used Indonesian typical sentences style. It was a result of their translation from Indonesian to English. There were limited expression used in the story dialogues as they need to be well understood how to change from past to present tense. They tended to use one tense form as they had not mastered both of them well. About word choice, they still used words that were easily found in dictionary. Their choice of words sometimes did not match if it was put in a string of sentences as it brought different impression and meaning. When the teacher clarified the words to the students, soon he knew that what they meant was different with what they wrote. In this case, teacher D revised them. It was observed that A Four-Phase Technique had brought them from controlled to freer activities to produce short story writing.

Teacher's field note:

After obtaining enough details and description how to develop the story, then the teacher gave a last task which was a portfolio test to measure how far they achieved the learning process, from controlled to free activities. For about 60 minutes they had to rewrite using their own sentence styles, expression and words. They might change the settings of the story according what they liked. The

teacher observed that their problem was that their writing often lacked of good sentence, style of expressions, dictions. In Written composition activity, they had a little problem of how to relate sentences into logical ways, as they just expressed the story without burdening to see the link between events, conflicts, from rising to falling action, from climax to denouement or resolution.

d. Reflection

Based on the observation results which were written in the field notes, results of a portfolio test, the interview transcript, and students' comments, in this reflection stage the researcher reflected five improvements on students' imaginative writing skills but needed more progresses in the next cycle. They were as follows:

1) Improvement in expressing ideas

From the results of the portfolio test, teacher D considered that there was an improvement when expressing ideas related to elements of a short story. Before the research, many of the students had a difficulty of expressing ideas related to characters, settings, plot and theme. It could be indicated that most of their composition of the elements of the story were completely inadequate. Moreover, their ideas did not reflect the narrative genres.

However, after conducting A Four-Phase Technique by using pictures media, it had inspired them to express ideas easier. There were 9 students who expressed and developed genuinely ideas related to characters, settings, plot and theme of the story. About 6 students expressed characters, settings, plot and theme of the story by themselves but still developed the ideas based from their group

works. Other 17 students developed ideas from similar stories which were taken from internet and Look Ahead Book 3 published by Airlangga. Only 1 student imitated others' work as he did not come for the writing class.

2) Improvement in using appropriate grammar

Before the research, students often made errors in writing as it was the result of generalizing rules of language. The more sentences they wrote, the more grammar errors they created, including the wrong use of articles, plurals, prepositions, verb agreement, and tense forms.

Within A Four-Phase Technique, the teacher photocopied a piece of student writing contained a number of grammatical errors (by erasing the writer's name) and showed it to the whole class. He asked the students to identify the problems, or he could do student-student correction. Students worked in pairs, exchanging their work. They then looked for grammar errors in each other's writing and attempted to correct them.

After using this technique, 4 students had acceptable uses of plurals and preposition whereas other 26 students had grammar problems of articles and plurals that were still apparent. About 3 students had numerous serious problems of plurals, articles, and preposition. At the end of the first cycle, there was no students have wrong uses of plurals, preposition, and articles after having correction from the teacher and peers.

3) Improvements in using accurate spelling and punctuation

Before the research, the students had wrong use of English word spellings such as obvious capital missing. They also had punctuation mistakes for instance, full stops, comma, question, quotation, and exclamation marks, and apostrophes.

Then, the teacher underlined the mistakes in the written work and put a mark in the margin to show what kind of mistake it was. If the teacher wrote *S* it meant wrong spelling of words. Whenever the teacher wrote *P*, it meant the work had a problem with punctuation. Later it would only be necessary to put the symbol in the margin for the students to identify the mistakes. When the students corrected each other's work no symbols would be necessary.

The use of the correction technique had identified that there were 18 students still had many spelling errors that distracted the readers. Other 15 students had spelling errors that appeared occasionally. After having correction from peers and their teacher, there was no students had mistakes in using capitals for names and sentence beginnings. Moreover, the problems of capital missing and spelling errors could be eliminated at the end of the cycle 1.

4) Improvements in organizing ideas related to elements of the short story

Before the research their writing did not show any efforts to organize the composition that could be outlined by reader. Most elements of the story were not organized in logical order in parts of orientation or resolution, organization of complication, and evidence for events.

Then to organize the story, students needed more collaboration with teachers and classmates. Students alone might not able to describe the elements of

the story vividly by them selves. It would be easier when it was done in group work where they could barter ideas, making correction and feedback to have progress on their written work. All they had to do just how to organize all characters, settings, plot, and conflicts or theme into one thorough story. They were required to gain bit by bit through portfolio works, from controlled to freer writing.

After the technique had been done, all students still had inadequate efforts at organization of elements of the story. There were 19 students had problems of organizing elements that interfered logic. About 12 students organized all elements of the story which are somewhat logical. Only 2 students organized characters, settings, plot, and theme logically.

5) Improvements in using vocabulary, sentences, and expressions styles

Before the research, the students' writing had inappropriate use of vocabulary, poor order of words, no sentence variety; and no concept of good English expression. It is because they were used to translate from Indonesian to English language, their expression, sentences and choice of words reflected their native language. Then by giving a model to be worked through taken from their group work results, the teacher could add the shortage, revised any mistakes, and replaced any misplace of word which looked like an Indonesian language style. Lastly they could be directed to think directly using English sentence, expression and words choice in English style.

The results after the implementation of A Four-Phase Technique, 3 students had problems in vocabulary choice. There were 26 students still had

some vocabularies misused. About 4 students had good vocabulary but there was no students used precise vocabulary anyway.

The implementation of A Four-Phase Technique also brought changes toward class learning situation. They could be indicated as follows:

- 1) The class was inspiring by the use of pictures. By having interactive media such as pictures shared to them from LCD or flash cards, they could channel their imagination and experiences to handle the difficulties in expressing ideas of the story little by little. In the first meeting, the class gave inspiration as the use of flash cards and LCD to show and share pictures of 'The Old Man and Donkey'. While in the second meeting, it was little bit inspiring as the use of worksheets to show the six pictures. It was different in the third meeting that the pictures gave good inspiration as students made and decorated them into collates.
- 2) The students became motivated to do the class activities. In the first meeting, the activities were motivating as they worked together with classmates to chain story. In the second meeting, the students then were still motivated as they knew how to use correctly about vocabularies and sentences in writing a short story. In the third meeting, they were highly motivated as they move freely to complete the activities.

- 3) The students paid attention to the tasks of writing

After getting feedback from the peers and the teacher, the students were motivated to revise the mistakes of grammar, spelling and punctuation they had never seen before. In the first meeting, they paid little attention as they were not sure that they got correction from the teacher. As they saw marks indicated mistakes they

had made, they then paid more attention as they get feedback to revise their works. In here they were what was wrong and what should be corrected. As they knew that they made mistakes when writing, they keep attention to their mistakes probably appeared in doing tasks of writing given by the teacher.

4) The students were enthusiastic to do writing strategies. In the first meeting, they are encouraged to share a story in oral composition. They shared strategies of writing by having Chain story writing. They were more encouraged when joining in the Sentence writing activity as they had the strategy of writing which guided them to write. In Cooperative writing their enthusiastic appeared as they had to collaborate with others. They became enthusiastic as their story works would be showed in front of the class.

5) The students were interested through A Four-Phase Technique. In Attention phase, they were interested in as the technique had kept their attention to follow the activity which were dynamic, not monotonous. It was enriched by the use of interesting media such as cartoon pictures that amused them much. They are more interested in Need phase as knowing their needs in writing They keep their interests as in Visualization phase they had the model of writing to expose and many visualization were made to help them writing the short story thoroughly.

Although improvements could be gained in the cycle 1, the implementation of A Four-Phase Technique also had weaknesses that should be improved in the next cycle. They were as follows:

1) Weaknesses in expressing ideas of the elements of the short story

There were students who still imitated others' work, developed ideas from other similar stories and from group works. Furthermore their composition still did not have clear elements of a story. Some students described most of elements of the story but missed theme. Others still missed elements of the conflict and theme.

2) Weaknesses in using grammar accurately

There were a number of students who still had problems of plurals, articles, and preposition. They had not performed the correct use of pronouns, agreement, verb form, and tenses in sentences.

3) Weaknesses in using correct spelling and punctuation

There were students who still had occasional spelling errors and problems in using comma, marks of question, quotation, and exclamation, and apostrophes.

4) Weaknesses in organizing elements of the short story

There were a great deal of students who had problems of organizing elements either interfered logic or somewhat logical. It was because they were lack of supporting ideas for characters, settings, plot, and theme.

5) Weaknesses in using sentence, expression and word choice in English style

Some students had problems in vocabulary choice whereas others had some vocabularies misused. Furthermore, they still needed to use precise vocabulary usage, good order of words in sentences, and right expressions.

Based on the students' opinions from the questionnaire, the teacher decided to develop the story from the first to the second cycle. He felt that by using limited exposures (six pictures for the whole story) they already had limited their creativity to express ideas of the story. So he used more pictures and tried to

link between the previous to the later one. Hopefully their writing would be going further and much creativity was created derived from their imagination.

Regarding to colleague's comment as students dealt much more on their imaginative writing skills, thus in the first cycle it had given influence in classroom learning situation. However, changes in the class learning situation should be kept continuously not only in the first, but also in the second cycle. Therefore the teacher re-checked the problems of class situation whether they had been solved or not. He then focused more on the problems to be overcome in the second cycle whenever the students had good progress in their imaginative writing skills.

The problems of classroom learning situation which were not being undertaken were as follows: (1) the class were still not much inspiring as the limited usage of the sixth pictures and instrumental music in the Old Man and Donkey story; (2) a number of students were still not motivated with class activities; (3) some students still paid less attention to the tasks given; (4) there were groups of students who were still less enthusiastic in following variation in strategies of writing to produce the first, revised, and final drafts of writing; and (5) the teaching phases had not yet guided the students well to produce a good writing beginning from controlled to freer procedures.

Thus in the second cycle of the research, teacher D planned to reveal the weaknesses of the implementation of A Four-Phase Technique especially related to students' imaginative writing skills. He used a different theme but still linked to the previous story. It would be enriched by sounds and musical instruments, well

classroom arrangements, and room with facilities in order to bring nurturing effects to learning which could change the class situation.

2. Description of Cycle 2

In the cycle 2, the procedures were the same. Based on the result of portfolio test, questionnaires and interview in reflection stage, the researcher revised the plan for the cycle 2 to improve more on the students' imaginative writing skills and make more changes on the classroom situation. The plan would be more focused on improving the skills of using accurate spelling, punctuation, and correct grammar but still considered other problems such as expressing, organizing ideas, and using sentence, expression style, and words choice.

The plan also related to the writing activity in the cycle 1 as in the cycle 2 the story was developed based on the previous story, 'The Old Man and Donkey'. However in the second cycle, the researcher decided to share more pictures to give more spaces to the students to develop their creativities in writing the story. The researcher also changed the title in order the students were not trapped in one single framework of thinking of the story. They could expand the story to be wider and vivid. To have a clear look at the cycle, below were overall implementation of the cycle 2 provided in table 4.4.

Table. 4.4 Implementation of Cycle 2

Problems	1.Students' writing skills a. Expressing ideas of elements of the short story Students still imitated others' work, developed ideas from other similar stories and from group works. Their composition still did not have clear elements whereas some described most elements of the story but missed theme. Others still missed elements of conflict and theme. b. Using grammar accurately A number of students who still had problems with correct uses of	2. Class situation a. The class was still not much inspiring as the limited usage of the sixth pictures and instrumental music in the Old Man and Donkey story. b. A number of students were still not motivated with class
-----------------	---	---

	<p>plurals, articles, and preposition, pronouns, agreement, verb form, and tenses.</p> <p>c. Using correct spelling and punctuation Students still had occasional spelling errors and punctuation of comma, question, quotation, and exclamation marks, and apostrophes.</p> <p>d. Organizing elements of the short story Students had problems of organizing elements either interfered logic or somewhat logical. Some of them were still lack of supporting ideas for characters, settings, plot, and theme.</p> <p>e. Using sentence, expression styles & word choice Some had problems in choosing and using precise vocabulary, ordering words, and right expressions.</p>	<p>activities.</p> <p>c. Some students still paid less attention to the tasks given.</p> <p>d. a group of students were less enthusiastic in following variation of strategies of writing to produce the first, revised, and final drafts.</p> <p>e. The teaching phases had not yet guided the students well from controlled to freer procedure of writing.</p>
Solution	Using A Four-Phase Technique	
Students	33 students at the eleventh grade of Language Program at SMU 2 Sukoharjo	
Cycle 2	Using a short story entitled "The Mysterious Thief"	
Plan	Revising the lesson plan and expanding the story by using more pictures. In here the instrumental music was much explored to create good atmosphere of learning.	
Action	<p><u>Meeting 1: Attention phase</u> Firstly, doing greeting, praying, and checking on the attendance list. Secondly, share pictures, play music for task 1: Preview the story. Thirdly, identify characters, settings, plot, and theme through pictures by doing task 2: Identifying elements of the story. Fourthly, do Oral composition activities and task 3: Chain story writing. Lastly, concluding the lesson, praying, and parting.</p> <p><u>Meeting 2: Need phase</u> Firstly, doing greeting, praying, and checking on the attendance list. It is followed by identifying words in group by doing task 4: Vocabulary buildings. Then writing sentences taken from the story task 5: Sentence building. Further, doing task 6a: Sentence writing by correcting errors and mistakes. Finally, submitting the first draft, praying, and parting.</p> <p><u>Meeting 3: Visualization phase</u> At first, greeting, praying, and checking on the attendance list. Then, divide 4 groups namely Character, Setting, Plot, & Conflict. The next, S within groups described a given elements of the story. Each groups presented their work results to class. Then, teacher gave marks on wrong grammar and mechanic mistakes. Further, do jigsaw groupings to sum up the whole story. at last, submit revised draft, praying, and parting.</p> <p><u>Meeting 4: Action phase</u> First, greeting, praying, and checking on the attendance list. Second, the story is developed by following guided questions. Third, ask one student to show the works of guided composition. Fourth, doing written Composition or task 8: Story writing by using guided questions to develop and enrich the story with more details. It is independent writing. Fifth, Submitting final draft as a portfolio test, praying, and parting.</p>	
Observation	<p><u>Meeting 1: Attention phase</u> The story materials were suitable with learners' background knowledge. Pictures shown from LCD had emerged their inspiration to express ideas according to the picture story. When T asked them to take part in building up the story, they were enthusiastic. It was attractive as S waited every picture from LCD curiously. It could be concluded the use of pictures was crucial as they brought inspiration to S.</p> <p><u>Meeting 2: Need phase</u> It can be noted that S were motivated to perform well as their writing would be checked by T and be elected as a model. As their writing would be submitted a part of portfolio assignment, they were in high effort to write the best they could as every drafts would be corrected and got feedback from peers or teacher.</p> <p><u>Meeting 3: Visualization phase</u> In Story reconstruction, the grouping of students was dynamic as they work with many pupils. They could move freely from one group to another to share their works. There was variation in strategies of writing from shared, guided, interactive, and independent ones to produce the first, revised, and final drafts. The strategy to organize their writing well through first, revised, and final drafts had led them completing their imaginative writing of short stories without having so many difficulties in writing well.</p> <p><u>Meeting 4: Action phase</u> The story writing activity had processes of writing from first, revised, and final drafts. Thus, beginning from attention, need, visualization and ended up with action phases, and linked two stories from two cycles into one portfolio final assignments had made the teaching technique used was not monotonous anymore, even it was dynamic from guided to freer steps of writing, and from cooperative into competitive writing.</p>	
Reflection	The first reflection taken from the situation of the class when A Four-Phase Technique was applied	

	<p>was the freedom of expression. This thing could train and give the students a chance to show their new ideas smoothly and originally. The freedom of expressing ideas was as a result of the presence of media pictures and sounds.</p> <p>The second reflection was the fun of learning activities. It was by giving the students a chance to learn in group to activate their curiosity for sharpening their social skills and development. Thus, when writing with grammar, the paces of learning activities should be variance to influence the accuracy of grammar by peer correction. In turn, it would affect their motivation of learning in future.</p> <p>The third reflection was the emerging of open communication between the teacher and students that made the students stayed longer to work with tasks in class. They would eager to seek any correction, revision, and feedback due to the spelling and punctuation mistakes they made.</p> <p>The fourth reflection was the presence of variation strategies. To work with others for organizing ideas and building up stories. This would enhance their self confidence as they were assessed, needed, appreciated by their groups through shared, guided, interactive, and independent strategies of writing to produce the first, revised, and final drafts in writing.</p> <p>The fifth reflection was the appearance of guidance from controlled to freer writing. By following from controlled to freer writing, the students could expand their style of expression, sentence and dictions correlated with their creativity.</p>
Post Research	<p>The improvement of the students' writing skills in expressing and developing ideas, avoiding grammatical errors, using accurate spelling and punctuation, organizing elements of the story, and using English writing style had affected the class situation. The learning was full of inspiration derived from interactive pictures and sounds, the enthusiastic atmosphere appear as the students were highly motivated to the activities, the learning climate was in a high effort as S paid attention to the tasks, the variation in strategies of writing were available from shared, guided, interactive, and independent ones and dynamic learning situation as the phases of writing guided them to produce the first, revised, and final drafts.</p>

a. Plan stage

The action plan for the cycle 2 was done after reflecting the observation results in the cycle 1. The researcher found the weakness of the cycle 1. To overcome the weaknesses of the cycle 1, the researcher revised the plan a follows: using materials contained more pictures, playing instrumental music to arouse their imagination and emerge inspiration. It was done to reveal the deficiencies of imaginative writing skills found in the cycle 1. By having good improvements of their imaginative writing skills, automatically, it would increase the students' inspiration, motivation, attention, enthusiastic, and interests to do writing more. Finally the classroom learning had changed into a better situation. The synergy between the improvement of imaginative writing skills of students and the change of classroom learning situation would make better achievements in writing lesson and finally would give a positive contribution to their English learning.

The researcher also discussed with his collaborator in order to make the research ran well. After the discussion there were three points that the researcher shared with him. Firstly, the lesson plan should be designed to accommodate their potency of writing. Using imagination was one way to help expressing ideas as this was the first thing to do when they wanted to write. After that, their writing could be organized into logical way using the steps of first, second and final draft.

Secondly, to help them exploring and developing ideas, the pictures should be more than in the first cycle. This would give them chance to expand their ideas following pictures. Thus, more pictures to see, more ideas emerged.

Thirdly, to create conducive learning, at first the problems of writing should be overcome. After that the problems of learning situation would automatically followed. That was why the researcher concentrated on the problems of imaginative writing skills in the first cycle. After monitoring progress found in the first round, then the next focus was on the change of classroom situation by creating good atmosphere of learning through pictures, sounds, LCD, and students' groupings. It continued through step by step activities, from controlled to independent ones. It used shared, guided, interactive and independent strategy of writing to create good learning climate.

Before going to class, the researcher prepared the lesson plan by:

1) Dividing the teaching activity into four phases

There were four phases as in the previous cycle. In Attention phase, there would be three tasks the students dealt with. After having class routines such as

greeting, praying, and checking attendance, the students worked with task 1: Preview the story. He linked to the previous story that one of the character i.e. Ali the son of the old man in the story of “The Old Man and Donkey”, had continued his life after his father passed away. Whereas in task 2: the students identified the elements of the new story as it began to roll with more characters, different settings, plot, and conflicts. In task 3 the students shared writing strategies in to build up the story with oral composition and recorded it by following the pictures.

In Need phase, the students were going to work with task 4, 5, and 6. In task 4: Vocabulary buildings, the students increased their vocabularies by understanding the context. While in task 5: Sentence buildings, the students used vocabularies to complete sentences. Then in task 6, they wrote sentences developed from tasks 4 and 5 with accurate grammar and appropriate mechanics of writing. It was a guided strategy of writing.

In Visualization phase, the students were going to work with task 7: Story reconstruction. After having Oral composition, the next step was to record the story by doing written composition. It was a story writing done within groups of eight. It as an interactive strategy of writing as the students had to interact to each other to chain the story. In this activity, the teacher still retained a control but a little to make sure they were on the right track of learning.

After gaining models of writing from collaborative process, then the students would do task 8: Story writing. In this Action phase, they were ready to work independently. It was by doing a written composition activity that they were free to chain the events of the story, organize them into paragraph, and link the

paragraph based on their own ideas. The source of the pictures themselves were taken from the contest Islamic cartoon in Jakarta at 2005. The pictures were funny, giving amusement to the students and led them to use their imagination in developing the story.

1) Designing a portfolio test

To measure the students' improvement on imaginative writing skills and to know the class situation change after implementing the technique, the teachers applied a form of portfolio assessment. It assessed all sustained assignments already given by the teacher to the students from meeting 1, 2, and 3 in the cycle 1 to the cycle 2.

b. Action Stage

In the cycle 2, the researcher carried out four meetings. The first meeting of this cycle was attended by 31 students, two were absent. The whole students of the eleventh grade class were 33 students, with six males and twenty seven females.

1) First meeting

a) Pre-teaching

On 13th of May 2010, Thursday at twelve o'clock, the lesson begun. Teacher D greeted his students with a smile at the classroom door. He surveyed them as they took their seats and said, "Doddy and Dhanny," in response to the students' loud whispering after the bell stops ringing. "One rule we all agreed on was 'Be ready to work as soon as the bell stops ringing.' The students quickly stop, and teacher D continued, "We have much to do today, so let's get started."

Then teacher D looked around the classroom. Some took their seats while others milled around talking in small groups. He looked up and said over the hum of the students, “Everyone take your seats, please,” and he turned back to finish organizing his materials. He was standing at the front of the room, surveying the class as they students were still busy. When they stopped, the teacher greeted the students, “Good afternoon class!” two third of them responded. “Good afternoon, Mr. Dadang!” Teacher D went on saying, “Today we are going to learn about stories. Can you guess what story is all about?” “No!” replied most students. Teacher D said, “All right then. Any way, who is absent today?” Suci and Riski, Sir”, the captain of the class, student D P replied.

b) Whilst-teaching: Attention phase

i) Task 1: Preview the story

At 12.05 o’ clock, teacher D told to the class that they were going to see eleven pages of pictures depicting a short story. The teacher then showed pictures at the cover page identified as task 1: Preview the story to get students’ attention.



Figure 4.4: Preview of the Story ‘The Mysterious Thief’

He asked to students, “Take a look at this. What will possibly be the title of this story?” student SA answered, “A beggar Sir.” “Good. Else?” offered teacher D to students on his left hand side. “It looks like a thief.” “Good thinking,

Ira.” Teacher D commented. “A thief. Can you imagine who is it?” It was a silence. Teacher D went on saying, ”No body answers this question? Well ... just imagine that he is a boy, a son of Mr. Ahmed in the story of ‘The Old Man and Donkey’. Do you still remember him? Good. After they lost their donkey, what happened?”

There was a pause again. Teacher D said further, “OK. After they failed selling their beloved donkey, Mr. Ahmed and Ali went home without anything left. One year after because of their poverty, Mr. Ahmed got serious illness. He only lied on the bed. Every day, he was getting weaker and weaker. After dry season he passed away, leaving his son alone without money and things.”

“What a poor boy!” students S who sat near the teacher whispered. “What happened to him next, Sir?” asked her. Teacher D then played Kenny G instruments, entitled ‘Going Home’ to accompany illustration of the next happen. “Ali had to survive by being a beggar to look for people’s mercy. He sometimes looked for second hand things to sell and earned little money. Day by day, the wild life had taught Ali not only to be a beggar but also a thief. Life was sometimes not fair to him anymore. He had to work hard to earn extra money. Thus, becoming a thief was the last choice he got as there was no work available anymore for the boy like him.” The class was quiet as all students paid attention to pictures seriously.

ii) Task 2: Understanding elements of the story

At 12.30 o'clock, Teacher D went on questioning students about characters, settings, plot and conflicts by showing the pictures story from LCD. When they saw the pictures from LCD, they appraised them much. Students at the back row gave positive responds by stepping ahead approaching the pictures. It seemed they were curious with the story. The teacher then played back sounds taken from Future Light studio, entitled 'Get Away'. "*Wah, bagus pak!*" Student D P, a slow learner commented spontaneously.

After showing pictures one by one, the students then were going to do task 2: Identifying elements of the story. Teacher D explained the procedure for finding elements of the story. As he illustrated the procedure and answered questions, Michael, in the second desk from the front of the room, was periodically poking Sintia, who sat directly across for him. She retaliated by kicking him in the leg. Eko, sitting behind Sintia, then poked her in the arm with his pencil. The teacher did not respond to the student's actions. After a second poke, Sintia swung her arm back and caught Eko on the shoulder. "Sintia!" teacher D said sternly. "We keep our hands to our selves!...Now where were we?"

iii) Oral composition activity

After fifteen minutes, students had got enough exposures of elements of the story. Teacher D then conducted Oral composition. He explained, "When the first student expresses ideas, the second student records the expression. When the second student expresses the next idea linked to the first, the third students continues to write it". It was shared writing strategy by requiring attention through

channeling learners' imagination. Teacher D showed the students a series of pictures, mimed a story, or played a tape with a series of sounds. The idea was the teacher and the class together built up a narrative. The teacher started by getting students to look at the first picture in the sequence contained characters and setting.

iii) Task 3: Chain story writing

The time showed ten to one o'clock. The teacher said, "Listen everyone... I need to go to toilet for a moment," Teacher D said as his students were completing task 3. "You all have work to do, so work quietly on it until I get back." When the teacher came back to class, T concluded that the students' answers reflected the story elements of characters, settings, plot and conflicts.

c. Post-teaching

As the lesson time had shown 13.28 o'clock, teacher D closed by informing that the chain story writing would be collected at the next meeting. Finally the captain closed by saying, "Ready, let's pray together. Amen."

2) Second Meeting

a) Pre-teaching

It was 6 of June 2010. The time was one minute to twelve. The class of XI Language program was crowded. It had 33 students. Teacher D came through the classroom doorway just as the tardy bell rang. The students M, D, E, and DP came in, and look in anticipation at the screen in front of the room. Teacher D displayed one page full of the main characters on LCD for the students as Sentence writing

activity, which they were directed to complete all elements of the story. The students were expected to link between the previous stories to the new one.

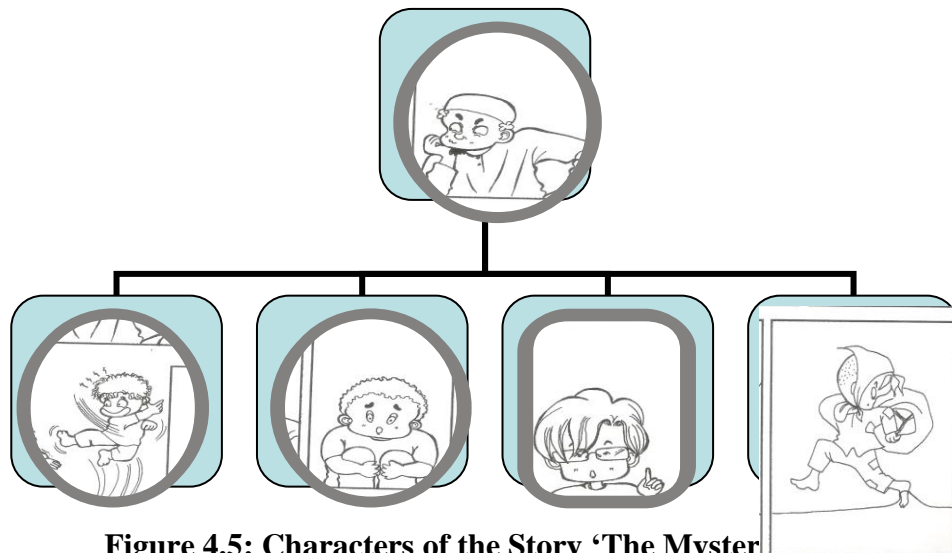


Figure 4.5: Characters of the Story 'The Myster'

As soon as they were in their seats, he asked who they were in the pictures above. He asked every student to contribute one idea about the characters description. It could be from appearance, behavior, or characteristics. Most of the students competed to go to the white board to write any opinions about the characters. Teacher D arranged them one by one as there were only three markers available for the class activity. One of the results of their contribution in describing the characters was like this: it was from student EI.

	<p>Riki had characteristics that have a posture of short and chubby, curly haired and big eyed. Riki had a nature that is her son who diligently assists parents, kinds, quiet, and the one thing that is synonymous with Riki, he was a coward.</p>
--	--

Figure 4.6: Student's Description of the Story Character

b) Whilst-teaching: Need phase

Teacher D then slowly read the displayed title: The Mysterious Thief. The teacher said, "Look at the illustration at the beginning of the story and tell me what you think is going to happen." A few students raised their hands. The teacher called on a boy in the back row. Student D said, "I think the *jama'ah* were shocked knowing his sandals has gone." The teacher asked, "Base on what you know, how does the boy feel about losing his sandals?" Trying to involve the whole class, the teacher called on another student even though she had not raised her hand. When she did not answer, the teacher tried rephrasing the question, but again the student sat in silence.

Feeling exasperated, the teacher wondered if there was something in the way the lesson was being conducted that made it difficult for the students to respond. He sensed that the students he had called to understood the story and was enjoying it. Why she could not answer a simple question from the teacher? He approached to her asking why. "I lost my wallet this morning. I think the boy would have the same feeling with mine, speechless, knowing his properties had been taken from him." answered student NR, desperately. Soon the teacher felt sorry about what happened and promised to help her find out the wallet.

i) Task 4: Vocabulary buildings

At half past twelve, the class activity was continued to do task 4: vocabulary buildings. The aim was when to write a story, they need vocabularies to be build first. After succeeding completing the task, then they went to do task 5: Sentence buildings.

ii) Task 5: Sentence buildings

Students needed to be able to build sentences after completing vocabulary buildings. In this task, they were asked to build sentences for describing characters, settings, plot and theme of the story. In doing these tasks, the students did not find difficulties. When the teacher clarified to them what made them succeed in completing the task student SP and NR who sat nearby the teacher answered in Indonesian language, *"soalnya ndak banyak..ehm apa tu...banyak gambar Terus apa Nur... Oh ya pak guru juga mbantu gitu lho vokeb-vokebnya... sama nulisnya kalimat...dikoreksi bareng-bareng, jadi kan enak pak."*

iii) Task 6: Sentence writing

In doing task 6: Sentence writing, the teacher took a model of writing from one group and wrote them to the white board. When he found some mistakes relating with punctuation and spelling, the teacher then wrote the correction at board, students copied it in work book. Later on the teacher marked at the left sides of the sentence lines with symbol P and S indicated the mistakes of punctuation and spelling. The students then were guided to identify the mistakes in group works and brought them to class whenever necessary. It lasted to twenty five past one where only five minutes left to go. The teacher then told to the class that every student should rewrite the results of their group works into their workbook. He promised to check at their grammar, spelling, and punctuation.

iv) Post-teaching

It was closed by praying together led by student DP. He said, "Ready! While keep watching to any students who were not prepared yet, the captain of the class continued, "Let's pray ... together!" After student DP said *Amin*, teacher D

stood in front of the doors to shake hands with all students as a sign of parting.

The clock showed the time that it was half past one.

3) Third Meeting: The Visualization phase

a) Pre-teaching

Teacher D was an eleventh grade English teacher whose class had 33 students designed for 20, so the students were sitting within arms reached across the aisles. When the teacher came to the class, one student was still outside the class. He gave chances to get inside. As Musthofa came into the room, she saw a large picture projected on the screen at the front of the room. He quickly slid into his seat just as the bell stopped ringing. Most of the students had already begun studying the pictures and the accompanying directions on the white board: Do task 7: Reconstruct the elements of the story into one complete story! Work with your groups!

b) Whilst-teaching: Visualization phase

i) Cooperative writing activity

Teacher D took a roll and handed back a set of papers as students were busy themselves with the task. As she handed Musthofa his assignment, he touched him on the arm and pointed to the over head, reminding him to return from his window-gazing. He waited a moment for the students to finish and then pulled down a large picture in the front of the classroom and begun a discussion with them. "We have been writing the elements of the story so far and I'd like to focus on a particular incident in it. Let's talk a bit about the boy in the story who stole sandals and slippers. Would it be wrong for him to steal for surviving from

the hard life?”... Okay, I see a lot of heads nodding... why? Ira?” “Because it didn’t belong to him”. “Indri?” “It’s okay. It was the owners’ fault that they lost theirs.” “All right. Those are all good reasons. We’ll return to them in a moment, go back to your work again.”

At 12.20 o’clock teacher told the class to get back to the former groups last week. Soon after they gathered with their own group, the teacher then focused on the group work results, i.e. details description of the story elements includes characters, settings, plot, and conflict. Each group was asked to show their piece of writing to the whole class. In this way the attention of the class was drawn to common mistakes. The teacher then asked every group to correct the piece of others’ work for only one concern. Group Characters focused on the spelling words and punctuation, group Settings was for tense usage, group Plot was for ideas organization, while group Conflict was for ideas expression. The teacher himself paid attention to the use of sentence style, expression, and word choices. It needed 35 minutes to mark the wrong sentences.

ii) Task 7: Story reconstruction

To check whether they had a progress in writing, teacher D told that they would have cooperative writing by doing task 7: Story reconstruction. It was an interactive writing strategy by sharing answers concerning the events of the story. After that, the students within group were going to write joint stories. The teacher arranged the class like following: “Ok, class, get back to your groups again”. After few minutes, he instructed all students “Take a piece of paper and write this:

Once upon a time there was an innocent father and his son who lived with their donkey in an edge of a forest.

“Can you all see the board?” Many students replied, “Yes, Sir.” “Marvelous. In your own group, continue this sentence. Every member of your group contributes one sentence to complete this. I want you all to join in. Example, (approaching the group Character) you are the first. Write yours. Then, give it to the left. And you Doddy, you continue the story by writing the next sentence. You get me Dod?” “Yes” Replied him. “Good. Ok. Class. This procedure is repeated till the papers have gone round. Then return it back to the originators by passing the papers to the student on the left. Every of you have to write the whole sentences and also a concluding sentence. Finally one of you read your story to the class. I’ll go around helping you do this activity.”

c) Post-teaching

Teacher D closed his explanation by approaching every group to give further explanation in bahasa Indonesia. This activity is for the purpose of training them to develop writing strategies using prewriting devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. Teacher D took one example from a group work and then gave marks on missing link between elements of the story. He added one word, phrase, or sentence to make clearer the ideas. When he found wrong grammar and mechanic mistakes, he also marked on the left side of sentence lines. At the end of the class, the work of all students were collected and identified as the second draft of writing.

4) Fourth Meeting

a) Pre-teaching

The class started at 12.00 o'clock. Teacher D waited until every student was ready to follow the lesson. After praying, the teacher was about to start, suddenly one student came late. "Take your seat quickly, Sintia," Teacher D directed. "You're just about late. All right. Listen up, every one," he continued. "Musthofa?" "Here." "Niken?" "Here." "Novita?" "Here." Teacher D finished taking the roll, and he then walked around the room and handed back a set of papers as he went.

b) Whilst-teaching: Action phase

You did quite well on the assignment," he commented. "Let's keep up the good work."...Danny and Ajeng, please stop talking while I'm returning the papers. Can't you just sit quietly for one more minute?" The students, who were whispering, turned back to the front of the room. "Now, " Teacher D continued after handing back the last paper and returning to the front of the room, "We've been studying about characters, settings, plot, and theme, identifying and revising errors, organizing them by using vocabulary, sentences, and expressions so let's write all out your final draft on the whole story entitled "The Mysterious Thief". Take an hour to write yours in a piece of paper. Start right now."

i) Written composition activity

The students began as teacher D went to his table and started to explain the rules. “I’ve distributed your second drafts. There were feedbacks and errors marks on yours. Please correct them and rewrite them neatly using these worksheets...Remember! Write your own! Develop your story as long as you can. Use your imagination to explore your creativity. If you have finished, please submit yours to the front desks.”

ii) Task 8: Story writing

As the last students were finishing the problem, Teacher D looked up from the materials on his desk to an example on the overhead and heard Michael and Eko talking and giggling at the back of the room. “Are you boys finished?” “Yes”. Michael answered. “Well, be quiet then until everyone is done” Teacher D directed and he went back to rearranging his materials. “Quiet, everyone,” he again directed as he looked up once more in response to a hum of voices around the room. “Is everyone finished?... Good. Pass your papers forward... remember, put your paper on the top of the stack...Musthofa, wait until the papers come from behind you before you pass yours forward”.

c) Post-teaching

At half past one, just at the tardy bell rang, the teacher collected the papers, put them on his desk, and then began to make preparation for praying and parting. Before parting, the teacher reminded the students that they would be asked for opinions about what had been done so far since four weeks ago. Finally, the class was over at half past one.

c. Observation Stage

1) First Meeting: Attention phase

After greeting, praying, and checking attendance, Teacher (T) presented task one: Preview the story. In this phase, the story presented was suitable with the students' (S) schemata. T asked S to guess the story by giving questions related to pictures of the story. T involved them to reveal what happened in the story by giving them attractive media i.e. picture accompanied by sound.

In task two, T focused on identifying elements of the story by questioning. The task was easy to handle by pupils as the questions had already discussed and the story was understandable. T asked S to use English directly by eliciting yes no questions leading to comprehension. The task was accompanied by instrumental music to arouse their imagination.

In task 3, S did Chain story writing after Oral composition to make ideas of the story in general. It was to gain ideas of the story interchangeably. It made so to make them interested in building up the story together. The effect was that they were not realized that they took part actively in the activity. This activity also showed that the students were involved in developing the story by using simple media such as pictures shown by LCD.

Teacher's Note:

The story materials were suitable with learners' background knowledge. Pictures shown from LCD had emerged their inspiration to express ideas according to the picture story. When the teacher asked them to take part in building up the story, they were enthusiastic. It was attractive as the students waited every picture from LCD curiously. It could be concluded the use of

pictures was crucial as they brought inspiration to them. In the Attention phase, the teaching-learning activity at the language laboratory had assisted the teacher to get the students immediately by using maximally the media of pictures through LCD screen and sounds through MP3 player equipped with wall speaker or listening booths.

The first impression could be taken from the situation of the class when A Four-Phase Technique was applied was the freedom of expression. This thing became a minimum requirement for developing students' creativity as the psychological freedom could be created and pertained by building up learning situation which could train and give the students a chance to show their new ideas smoothly and originally. The freedom of expressing ideas was emerged as a result of the presence of media pictures and sounds. These attractive media had brought inspiration toward the students. By exploring much on pictures with enjoying easy music had helped the learners sharpened their imagination.

2) Second Meeting: Need phase

In task 4: the teacher asked S to identify odd words in word groups. It was to guide the students' needs for the vocabularies used in developing the story. In this stage, the students were encouraged to work by themselves by adding any vocabularies suitable to their own description of the story. While in task 5: Sentence building, they were asked to complete missing words in sentences. It was for the purpose to motivate them to write related to the events of the story without burdens of making mistakes.

In task 6: Sentence writing, the teacher concerned with spellings, punctuation well. It was by giving marks beside the wrong sentences. It was for the purpose giving the students a notice that their mistakes should be revised following the marks written. After the grammar and mechanic of writing, teacher paid attention to the expression used, sentence style, and word choice in narrating the story. It was done by sharing one of the students' models of writing by showing the wrong and mistakes ones. Then they discussed how to correct and revise those errors and mistakes. Thus in Need phase, the students find their real needs in writing the short story. Their needs included how to use vocabulary, sentences, and expression into one whole story using correct grammar and appropriate mechanics.

Teacher's Note:

It can be noted that the students were motivated to write as they were free from the burden of having mistakes in writing and were motivated to perform well as their writing would be checked by the teacher and could be elected as a model. As their writing would be submitted as a part of portfolio assignment, they were in high effort to write the best they could as every drafts would be corrected and got feedback from peers or teacher. Therefore they tried to do the best to have the least revisions and feedback from class.

The second impression could be taken from the situation of the class when A Four-Phase Technique was applied was the fun of learning activities. The students' real world was fun. Therefore the teaching-learning process would give a maximum benefit if the learning activities in classroom were fun. They can be

fun by involving a physical movement. It was by giving the students a chance to learn in group to activate their curiosity for sharpening their social skills and development. Thus, when writing with grammar, it would be succeeded if the teaching activities involved learners comprehensively. Learning was not just a watch, but needed more participation from all sides. Therefore the paces of learning activities were variance to influence the accuracy of grammar from peer correction. In turn, it would affect their motivation of learning in future.

The third impression was the emerging of the emotional learning climate. It was signed by a pattern of communication, an open communication between the teacher and students, democratic pedagogy, sincere and warm situation in learning, feel accepted and appreciated, not under pressure. If the classroom could inspire open communication, therefore it would create emotional climate that made the students stayed longer to work with tasks in class. They would eager to seek any correction, revision, and feedback due to the spelling and punctuation mistakes they had made. Long and continuous works would be okay for them as they were not being under pressure, full of anger. They felt safe, dare to move, to talk, and even courage to improvise and explore.

3) Third Meeting: Visualization phase

In task 7: Story reconstruction, the grouping of students was dynamic as they had chance to change their members. So they worked with many pupils. They could move freely from one group to another to share their works. The classroom situation was enjoyable as they worked accompanied by instrumental music. The story moved from one idea to another and they gave errors and feedback to each

others. In this way, there was variation in strategies of writing from shared, guided, interactive, and independent ones to produce the first, revised, and final drafts. The model of the story from group works was visualized to help them writing the story.

Teacher's Note:

The strategy to organize their writing well through first, revised, and final drafts had led them completing their imaginative writing of short stories without having so many difficulties in writing well. In this way, they did communicative activities where they lifted the barriers to interact with others as they need to share their works as much as can be to get improvements of their story.

The fourth impression taken from the application of A Four-Phase Technique was the presence of variation strategies. Linked to the model of teaching-learning process, there were cooperative writing and competitive writing. Cooperative writing changed the class structure into groups in cooperative nuance. They work with others to organize ideas and build up stories. At the end this would enhance their self confidence as they were assessed, needed, appreciated by their groups through variation in strategies of writing from shared, guided, interactive, and independent ones to produce the first, revised, and final drafts in writing.

4) Fourth Meeting: Action phase

The story writing activity was done to organize the whole story using the elements of the story such as characters, settings, plot and theme or conflict. To organize well and to put all elements together, they need to make cohesion between sentences, paragraphs by providing conjunction and cohesive devices. In order to be logic, they had process of writing from first, revised, and final drafts. They had to do these by themselves. The teacher then gave a portfolio test due to the development of the story. They had to link between two stories and wrote their final drafts into a sheet of the portfolio test.

Teacher's Note:

Thus, beginning from attention, need, visualization and ended up with action phases, and linked two stories from two cycles into one portfolio final assignments had made the teaching technique used was not monotonous anymore, even it was dynamic from guided to freer steps of writing, and from cooperative into competitive writing.

The fifth impression from the implementation of A Four-Phase Technique in class was the appearance of guidance from controlled to freer writing. In previous class, it used structured-model with sequenced steps and scheduling systems on a writing subject. This would limit the students' creativity. By following from controlled to freer writing, the students could expand their style of expression, sentence and dictions correlated with their creativity. In recent class, they start from cooperative writing and ended with competitive writing Thus, the students with their togetherness learned how to compete and to work together, and worked as individual for their final achievement.

e. Reflection Stage

Based on the observation results which were written in the field notes, results of a portfolio test, the interview transcript, and students' comments, in this reflection stage of the research cycle 2 the researcher reflected five improvements on students' imaginative writing skills and five changes in classroom learning situation. They were as follows:

1) Improvement on the students' imaginative writing skills

a) Expressing ideas related to characters, settings, plot, and theme of the story

From the results of the portfolio test, teacher D considered that there were improvements on their skills of expressing ideas related to elements of the short story. In the research cycle 1, there was 1 student imitated others' work while other 17 students developed ideas from other similar stories. They missed most the elements of the short story. Other 6 students developed ideas of the story from group works which missed the theme of the story as it should be created by individuals. There were 9 students who expressed characters, settings, plot, and theme clearly.

In the research cycle 2, it could be found that there was no student anymore who imitated others' work and other similar stories. Further, there were 16 students who developed the elements of the story by them selves but still missed the conflict and theme. Other 8 students described the elements of the story but missed the theme. There were 9 students who developed genuinely the characters, setting, plot, and theme.

b) Using correct grammar

In the research cycle 1, there were no students had wrong uses of plurals, preposition, and articles after having correction from the teacher and peers. However, most of them still had problems with agreement and verb forms. They had not been overcome yet in the research cycle 1.

In the research cycle 2, there were 17 students had acceptable uses of using verb forms. Other 16 students still had a problem with agreement and verb forms. Finally at the end of the cycle 2, there was no student who had problems with agreement and verb forms after correction and revision.

c) Using accurate spelling and punctuation

In the research cycle 1, there was no students had problems with capital missing and spelling. But they still had difficulties in using correct punctuation such as full stops, apostrophes, comma, question, quotation, and exclamation marks. They needed a further research cycle which was sustainable in guiding them omitting the mistakes.

In the research cycle 2, all students get problems with full stops, apostrophes, comma, question, quotation, and exclamation marks. There were 7 students still got problem of full stops, comma, question, quotation, and exclamation marks. There were 26 students who had problems with full stops and comma. After having correction and feedback at the end of the cycle, there was no student who had mistakes on using comma, full stops, question, quotation, and exclamation marks anymore.

d) Organizing ideas of elements of the short story

At the research cycle 1, there were 19 students had problems of organizing elements that interfered logic. About 12 students organized all elements of the story which are somewhat logical. Only 2 students organized characters, settings, plot, and theme logically.

However after the research cycle 2, they are able to organize that would not interfere logic anymore. They were only lack of supporting ideas for plot and theme. About 19 students were lack of supporting ideas for conflict and theme. 12 students were still lack of supporting ideas for theme. At least there were 2 students who had supported well ideas for elements of the short story.

e) Using English writing styles of sentences, expression, and word choice

From the research cycle 1, the students did not have serious problems with the vocabularies misused. But they still had problems with ordering the words into good sentences or expressions. It was because they never practiced much in writing. That was why the teacher always reminded them with the slogan 'practices makes perfect'.

In the research cycle 2, there were 30 students wrote not really in a good order of words. The concept of constructing sentences based on their Indonesian language had interfered much in this case. There were only 3 students who had adequate order of words. The teacher needed extra time to work on this. But because of limited time and chance in the second semester as the students not only learnt the writing skills in the whole semester, so the teacher decided to suspend the practice of improving using English writing styles of sentences, expression,

and word choice. But he still made correction and guidance to the students outside the school time.

2) Changes in classroom learning situation

The application of A Four-Phase Technique brought sustainable change toward classroom learning situation at the eleventh grade class of Language Program of SMU 2 Sukoharjo in the Academic Year of 2009/ 2010. They were as follows:

1) The class was more inspiring by the use of pictures. By having interactive media such as pictures shared to them from LCD or flash cards, they could channel their imagination and experiences to handle the difficulties in expressing ideas of the story little by little. At the first meeting, the class gave inspiration as the use of flash cards and LCD to show and share pictures of ‘The Mysterious Thief’. While at the second meeting, it was more inspiring as there were eleven pages of cartoon pictures to be used in the worksheets. At the third meeting that the pictures gave good inspiration as students made and decorated them into collates.

2) The students became more and more motivated to do the class activities. At the first meeting, the activities were motivating as they worked together with classmates to chain story. At the second meeting, they were really motivated as they knew how to use correctly about vocabularies and sentences in writing a short story. At the third meeting, they were highly motivated as they move freely to complete the activities.

3) The students paid attention to the tasks of writing

After getting feedback from the peers and the teacher, the students were paying attention to revise the mistakes of grammar, spelling and punctuation they had never seen before. At the first meeting, they paid little attention as they were not sure that they got correction from the teacher. As they saw marks indicated mistakes they had made, they then paid more attention as they get feedback to revise their works. In here they were what was wrong and what should be corrected. As they knew that they made mistakes when writing, they keep attention to their mistakes probably happen in doing tasks of writing given by the teacher.

4) The students were enthusiastic to do writing strategies. At the first meeting, they are encouraged to share a story in oral composition. They shared strategies of writing by having Chain story writing. They were more encouraged when joining in the Sentence writing activity as they had the strategy of writing which guided them to write. In Cooperative writing their enthusiastic appeared as they had to collaborate with others. They became really enthusiastic as they realized that they could write their own story that they had never thought before.

5) The students were interested through A Four-Phase Technique. In Attention phase, they were interested in as the technique had kept their attention to follow the activity which were dynamic, not monotonous. It was enriched by the use of interesting media such as cartoon pictures that amused them much. They are more interested in Need phase as knowing their needs in writing They keep their interests as in Visualization phase they had the model of writing to expose and many visualization were made to help them writing the short story thoroughly.

f. Post Research

The improvement of the students' writing skills in expressing and developing ideas, avoiding grammatical errors, using more accurate spelling and punctuation, organizing elements of the story, and using English writing style had affected the class situation. The learning was full of inspiration derived from interactive media such as pictures and sounds, the enthusiastic atmosphere appeared as the students were highly motivated to the class activities, the learning climate was in a high effort as students paid attention to the tasks, the variation in strategies of writing were available from shared, guided, interactive, and independent ones and dynamic learning situation as the phases of writing guided them to produce the first, revised, and final drafts, from controlled to freer procedure of writing.

C. Research Findings and Discussion

1. Research Findings

This class action research is the teacher's way to overcome the students' problem in imaginative writing skills. There were some findings to answer the problems of: a) does and to what extent A Four-Phase Technique improve imaginative writing skills of the eleventh grade students of Language Program at SMU 2 Sukoharjo in the Academic Year of 2009/ 2010?; b) what is the situation when A Four-Phase Technique is applied in the writing class? The data were collected through several sources such as: field notes, interview, questionnaire, photographs, audio recording, lesson plan, and teaching materials. This section is

focusing on answering research questions in chapter one as well as describes other findings during the implementation of A Four-Phase Technique in writing class.

The problems can be solved by using A-Four-Phase Technique in teaching imaginative writing skills. The implementation consists of two cycles and each cycle consists of four meetings. In each meeting, gradually the students' imaginative writing skills increased followed by the change of the classroom learning situation. The major aspects in students' writing skills improvements were expressing ideas, performing accurate grammar, using correct punctuation and spelling, organizing ideas, and using sentence, expression, and suitable words.

The major aspects of changes in classroom situation were the inspiring class, the enthusiastic atmosphere, high-effort learning; more variation in strategies of writing and dynamic learning paces. They can be seen more details in table 4.5.

Table 4.5. Research Findings

* (Using A Three-Phase Technique)	The Implementation of A Four-Phase Technique							
Before research*	During research (Cycle 1)				During and After research (Cycle 2)			
1. Students' imaginative writing skills	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 1	Meeting 2	Meeting 3	Meeting 4
a. Students were difficult to express and develop ideas	1 student imitates others' work	17 students develop ideas from other similar stories	6 students develop ideas of story from group works	9 students develop genuinely ideas of story	No student's composition has clear elements of the story	16 students miss conflict and theme of the story;	8 Students describe elements of the story but misses theme	9 students describe vividly character, setting, plot, and theme
b. Students performed many grammar errors	3 students have numerous serious problems of plurals articles, and preposition	26 students have grammar problems of articles and plurals that are still apparent	4 students have acceptable uses of plurals and preposition	No students have wrong uses of plurals preposition, & articles after having correction	No students has problems of singular and plural pronouns	16 students have a problem with agreement and verb forms	17 students have acceptable uses of using verb forms	No students has a wrong use of agreement and verb forms
c. Students had more	No students	18 students	15 students	No students	All students	7 students	26 students	No students

spelling & punctuation mistakes	have errors in using capitals for names and sentence beginnings	have many spelling errors that distract readers	have occasional spelling errors	has problems with capital missing and spelling problems	get problems with full stops, apostrophes, comma, marks of question, quotation, & exclamation	get problem of full stops, comma, question, quotation, & exclamation marks	have problems with full stops and comma	has wrong comma full stops, marks of question, quotation, & exclamation,
d. Students were difficult to organize ideas into elements of short stories	All students have Inadequate efforts at organization of elements of the story	19 students have problems of organizing elements interfere logic	12 students organize all elements of the story which are somewhat logical	2 students organize characters, settings, plot, and theme logically	But they are still lack of supporting ideas for plot and theme	19 students are still lack of supporting ideas for conflict and theme	12 students are still lack of supporting ideas for theme	2 students have supported well ideas for elements of the short story.
e. Students were not able to use sentence and word styles in English	3 students have problems in vocabulary choice	26 students have some vocabularies misused	4 students have good vocabulary	But no students uses precise vocabulary	All students lack orders of words;	30 students write not really good order of words	3 students have adequate order of words	Few students have good order of words and sentence
2. Class situation								
a. the class is not inspiring	inspiring as the use of flash cards and LCD to show and share pictures	Little bit inspiring as the use of worksheets to show the six pictures	Good inspiring as students made and decorate the collates		Little bit inspiring as the eleven pages of the pictures distract the attention	Good inspiring as the maximum use of LCD and instrumental	Best inspiring as they can move around to get more inspiration	
b. Students are not motivated to classroom activities	Motivated as they work with class to chain story	More motivated as they get feedback	Highly motivated as they have correction and revision		Motivated as they chain a new story	More motivated as they know that they can write longer	Highly motivated realizing that they can write a story	
c. They do not pay attention to writing tasks	Less attention as they are not sure getting feedback	More attention as they get marks to revise	Keep attention as they know their mistakes		Less attention as they are not sure writing the new story	More attention as they get used to work with others	Keep attention as they write more pages with little mistakes	
d. They are not enthusiastic to take part in strategies of writing	They are encouraged to share a story in oral composition	They are more encouraged collaborate with others	They are enthusiastic as their story is performed		They are somewhat encouraged as they get used to do it	more encouraged as they collaborate with others	They are enthusiastic as the story is shared to whole class	
e. They get bored with the phase of writing technique	Interested in Attention phase as they have a different technique	They are more interested in Need phase as knowing their needs in writing	They are Interested in Visualization phase viewing the models of writing	They keep interest to do writing in Action phase	Interested in Attention phase as they get used to with writing steps	More interested in knowing more about their needs in writing	Interested in Visualization phase as they can see more models	They keep interest in expressing freely their writing in Action phase
3. Writing Scores								
a. Student S (32)= 80				84				80
b. Student A (01)= 72				76				80
c. Student F (13)= 56				60				64
Students' mean score was 62.78				Students' mean score				Students' mean score

				was 66.90				was 70.66
4. Instruments of collecting data								
a. Quantitative data: using the analysis of test result scores				Analysis of test scores				a. Analysis of test score b. Questionnaire report scale
b. Qualitative data: using Depth Interview with colleague	Direct observation	interview	Observation checklist		Direct observation	Interview	Observation checklist	

a. Improvements on Students' Imaginative Writing Skills

1) Improvement on expressing and developing ideas

Based on the writing tests, it was obtained the writing scores of students from the tests of pre-research, cycle 1 and cycle 2. The scoring criteria used in the test had interval from one to five. The description is as follows:

Table 4.6. The Scoring Criteria on Expressing Elements of Short Story

Elements	Scores				
	5	4	3	2	1
1. The expression and development of elements of the story	(a) Ideas of story are genuinely developed by students' selves; (b) Composition describes vividly elements of the story i.e. characters, setting, plot, and theme; (c) They are clearly expressed (d) The story builds suspense.	(a) Ideas of story are developed from group works; (b) Composition describes most of elements of the story but misses theme; (c); They could be more expressed (d) Some extraneous conflicts are present.	(a) The ideas of story are developed from other similar stories; (b) Composition misses elements of conflict and theme of a story; (c) The story elements are not expressed exactly right; (d) Expression of suspense is not vivid.	(a) Ideas of story imitate other students' work; (b) Composition does not have clear elements of a story; (c) They do not reflect good expression (d) No suspense is build or the story is hurriedly written.	(a) Ideas do not reflect the narrative genres; (b) Composition of the elements of the story is completely inadequate (c) They do not express good ideas; (d) There is no apparent effort to arouse suspense.

From their test, teacher D found that there were improvements on students' skills in expressing elements of the short story seen at table 4.7 below.

Table 4.7. Students' Writing Scores at Expressing Ideas

Scoring criteria	Test at pre-research	Percentage	Portfolio test 1	Percentage	Portfolio test 2	Percentage
5	9	27%	9	27%	9	27%
4	6	18%	6	18%	8	25%
3	15	45%	17	52%	16	48%
2	3	9%	1	3 %	0	0%
1	0	0%	0	0%	0	0%
Number of Students	33		33		33	

At the pre research writing scores, from thirty three students there were nine students who got score 5 on the criteria of expressing ideas of the short story. Six students got score 4. About fifteen students got score 3. The rest, which were three students got score as no one got score 1. The students' total scores divided by the maximum total scores equaled 71 which meant above the passing grade. It can be said that the students' imaginative writing skill on expressing ideas of the elements of the story is above the passing grade.

At Portfolio test held in cycle 1, about nine students got score 5. It was followed by six students who got score 4. The score 3 were obtained dominantly by seventeen students. Only one student got score 2 in the test and no body got score 1. The students' total scores divided by the maximum total scores equaled 72 which meant above the passing grade. It can be inferred that there is an improvement of the students' imaginative writing skill on expressing ideas of the elements of the story at the first cycle of the research.

At Portfolio test done at cycle 2, nine of thirty three students got score 5. There were eight students get score 4. Almost a half numbers or sixteen students were dominant at score 3. No one got score 2 and 1 in this test. If the students'

total scores divided by the maximum total scores, it equaled 74 which meant the average score was above the passing grade. It can be said that there is an improvement of the students' imaginative writing skill on expressing ideas of the elements of the story at the second cycle of the research.

Based on the table of the research findings, there were three students who got improvements. Before the research, most students were difficult to express and develop ideas. In cycle one, there was 1 student imitated others' work. About 17 students developed ideas from other similar stories. 6 students developed ideas of story from group works. Only 9 students developed genuinely ideas of story related with the element of the short story.

However in cycle two, there was no one who still imitated other's work. But still no students whose composition had clear description toward elements of the short story. As a consequence of developing ideas from other similar stories, there are 16 students miss conflict and theme at their description of the elements of the story. About 8 Students describe most elements of the story but misses theme. Only 9 students describe vividly character, setting, plot, and theme of the story.

2) Improvements of correctness in grammar usage

The second sub skill of imaginative writing skills is using grammar correctly. The scoring criteria are presented at the following table 4.8 and the results are reported after that at table 4.9.

Table 4.8. Scoring Criteria on Grammar Usage

Elements	Scores				
	5	4	3	2	1

2. Grammar Usage	(a) Correct use of articles, plurals, and preposition; (b) Correct use of pronouns; (c) Correct use of agreement, and verb form; and (d) Correct use of tenses in sentences.	Acceptable use of: (a) plurals & preposition; (b) plural pronouns; (c) verb forms; and (d) tenses.	Grammar problems are apparent in the case of: (a) articles and plurals; (b) singular pronouns; (c) verb forms; and (d) tenses.	Numerous serious grammar problems in the areas of: (a) articles, plurals, and preposition; (b) singular and plural pronouns (c) agreement and verb forms; (d) tenses in sentences.	Wrong use of : (a) articles, plurals, and preposition; (b) singular and plural pronouns (c) agreement and verb form. (d) tenses in sentences.
------------------	---	--	--	--	---

From the portfolio test, the researcher found that there were improvements on students' sub skills on using grammar correctly from the scores of writing tests. The results of writing tests can be seen at table 4.9 below.

Table 4.9. Students' Writing Scores at Grammar

Scoring criteria	Test at pre-research	Percentage	Portfolio test 1	Percentage	Portfolio test 2	Percentage
5	0	0%	0	0%	0	0%
4	2	6 %	4	12%	17	52%
3	24	73%	26	79%	16	48%
2	7	21%	3	9 %	0	0%
1	0	0%	0	0%	0	0%
Number of Students	33		33		33	

At the pre-research writing scores, from thirty students there was no one who got score 5 and score 1 on the criteria of grammar. Two students got score 4. About twenty four students got score 3. The rest, which were seven students got score two. The students' total scores divided by the maximum total scores equaled

55 which meant below the passing grade. It can be said that the students' imaginative writing sub skill on grammar is below the passing grade.

At Portfolio test held in cycle 1, none got score 5 and score 1. It was followed by four students who got score 4. The score 3 were obtained dominantly by twenty six students. There were three students got score 2 in the test. The students' total scores divided by the maximum total scores equaled 59 which meant below the passing grade. It can be inferred that there is an improvement of the students' imaginative writing skill on limiting the presence of grammatical errors but still below the minimum requirement at the first cycle of the research.

At Portfolio test done at cycle 2, from thirty three students there was none who got score 5, 2 and 1. There were seventeen students got score 4 and sixteen ones had score 3. If the students' total scores divided by the maximum total scores equaled 68, it meant the average score was above the passing grade. It can be said that there is an improvement of the students' imaginative writing skill on avoiding grammatical errors at the second cycle of the research.

Following the research findings at table 4.5, there were twenty one students who got improvements. Before the research, the students performed many grammar errors. In cycle one, 3 students had numerous serious grammar problems about plurals, articles, and preposition. About 26 students had grammar problems of articles and plurals that were still apparent while 4 students had acceptable uses of plurals and preposition. Finally no one had wrong uses of articles, plurals and preposition.

Whereas in cycle two, after removing errors of plurals, articles, and preposition, all students did not any difficulties dealing with singular and plural pronouns. However, there were 16 students had a problem with agreement and verb forms. About 17 students had acceptable uses of using verb forms. After having revision and correction, finally there were no students who used wrong agreement and verb forms.

3) Improvements in using more accurate spelling and punctuation

The third sub skill of Imaginative writing skills is using accurate spelling and punctuation. The scoring criteria are presented at the following table 4.10 and the results of writing tests are reported after that at table 4.11.

Table 4.10. Scoring Criteria on Spelling and Punctuation

Elements	Scores				
	5	4	3	2	1
3. Spelling and punctuation Usage	Correct use of : (a) English word spellings; (b) capitals; (c) full stops, comma, marks of question, quotation, and exclamation, & apostrophes; (d) Good paragraphing such as left and right margins, indentation, and spaces.	Occasional problems with: (a) writing word spellings; (b) capital for names ; (c) punctuation of exclamation, question, and quotation marks; (d) Adequate paragraphing such as left margin is correct and spaces.	Spelling problems distract readers; such as: (a) many errors of word spellings; (b) capital for sentences beginning (c) punctuation mistakes interfere ideas such as full stops & comma; (d) lack of paragraphing such as left margin and indentation mistakes	Serious problems with (a) English spelling words; (b) capitals for names and sentences beginning; (c) full stops, comma, question, & exclamation marks (d) Mistakes in paragraphing such as left and right margins, indentation, and spaces.	Wrong use of: (a) English word spellings (b) obvious capital missing from draft to draft; (c) full stops, comma, question, quotation, and exclamation marks, and apostrophes; (d) obvious missing of margins, indentation and spaces.

Table 4.11. Students' Writing Scores at Spelling and Punctuation

Scoring criteria	Test at pre-research	Percentage	Portfolio test 1	Percentage	Portfolio test 2	Percentage
5	0	0%	0	0%	0	0%
4	0	6 %	15	45%	26	79%
3	25	76%	18	56%	7	21%
2	8	24%	0	0%	0	0%
1	0	0%	0	0%	0	0%
Number of Students	33		33		33	

At the pre-research writing scores, from thirty students there was no one who got score 5, 4, and 1 on the criteria of spelling and punctuation. Only two groups of students, the first was 25 students for score 3 and eight students for score 2. The students' total scores divided by the maximum total scores equaled 54 which meant below the passing grade. It can be said that the students' imaginative writing especially on spelling and punctuation is below the passing grade.

At Portfolio test held in cycle 1, none got score 5, 2, and 1. About fifteen students got score 4 and eighteen ones got score 3. The students' total scores divided by the maximum total scores equaled 67 which meant above the passing grade. It can be inferred that there is an improvement of the students' imaginative writing skill on using accurate spelling and punctuation at the first cycle of the research.

The cycle 2 was the same with the cycle 1 as from thirty three students there was none who got score 5, 2 and 1. Two kinds of scores dominated the students. There were twenty six students got score 4 and seven ones had score 3. If the students' total scores divided by the maximum total scores equaled 74, it

meant the average score was above the passing grade. It can be said that there is an improvement of the students' imaginative writing skill on using accurate spelling and punctuation at the second cycle of the research.

Referred to the research findings at table 4.5, it could be reported that there were twenty nine students who get improvements. Before the research begun, the students had more spelling and punctuation mistakes. Then in cycle one, there was no student had errors in using capitals for names and at sentence beginnings. 18 students still perform word spelling errors that distracted the readers. 15 students had occasional spelling errors. At the end of the cycle, no students had problems with capital missing and spelling words.

The students had made more progress in cycle two. At first they got problems with full stops, apostrophes, comma, question, quotation, and exclamation marks. Next, it became 7 students who got problem of full stops, comma, question, quotation, and exclamation marks. Then 26 students still got problems with full stops and comma. Finally after revision and correction, there was no student used wrong comma, full stops, question, quotation, and exclamation marks.

4) Improvements in organizing elements of the short story

The fourth sub skill of imaginative writing skills is organizing elements of the short story. The scoring criteria are presented at the following table 4.12 and the results of writing tests are reported after that at table 4.13.

Table 4.12. Scoring Criteria on Organizing Elements of Story

Elements	Scores				
	5	4	3	2	1
4. organizing	(a)Organization	(a)Organization of	(a) Problems of	(a) Inadequate	(a) writer has

elements of the short story	of all elements (characters, settings, plot, and theme) is logical (b) They are well organized; (c) Effective orientation paragraph, events are stated leads to complication; (d) Supporting evidence given for resolution.	all elements of the short story is somewhat logical (b) They are organized but misses theme; (c) Orientation; complication, events and resolution of the story are acceptable; (d) Some evidence may be lacking of some ideas that aren't fully developed.	organization of the elements interfere logic; (b) They are less conflict and theme; (c) Mediocre or scant orientation; problems with order of ideas in complication and events; (d) The resolution may not be fully supported by the evidence given.	effort at organization of elements of the story; (b) The story lack of plot and theme (c) Shaky or minimally recognizable orientation; complication can barely be seen; severe problems with ordering of events; (d) Resolution is weak or illogical;.	not made any effort to organize the composition (could not be outlined by reader); (b) Most elements of the story are not available; (c) Absent of orientation or resolution; no apparent organization of complication; (d) Severe lack of evidence for events.
-----------------------------	--	---	---	---	--

Table 4.13. Students' Writing Scores at Organizing Elements of Story

Scoring criteria	Test at pre-research	Percentage	Portfolio test 1	Percentage	Portfolio test 2	Percentage
5	1	3%	2	6%	2	6%
4	12	36 %	12	36%	12	36%
3	19	58%	19	58%	19	58%
2	1	3%	0	0%	0	0%
1	0	0%	0	0%	0	0%
Number of Students	33		33		33	

At the pre-research writing scores, from thirty students there was one student who got score 5 on the criteria of organizing elements of the short story.

Twelve students got score 4. Nineteen students got score 3 and 1 student got score

2. The students' total scores divided by the maximum total scores equaled 67

which meant above the passing grade. It can be said that the students' imaginative writing sub skill on organizing elements of the short story is above the passing grade.

At Portfolio test held in cycle 1, two students got score 5. It was followed by twelve students got score 4. Other nineteen students got score 3. None got score 1 and 2. The students' total scores divided by the maximum total scores equaled 68 which meant above the passing grade. It can be inferred that there is an improvement of the students' imaginative writing skill on organizing elements of the short story at the first cycle of the research.

The result of the cycle 2 was from thirty three students, there were two students who got score 5. Two kinds of scores dominated the students. There were twelve students got score 4 and nineteen ones had score 3. If the students' total scores divided by the maximum total scores equaled 68, it meant the average score was above the passing grade. It can be said that there is an improvement of the students' imaginative writing skill on organizing elements of the short story at the second cycle of the research.

From the table of findings, it could be known that there were three students got improvements. Before the research, the students were difficult to organize ideas into elements of short stories. In cycle one all students had inadequate efforts at organizing the elements of the story. 19 students had problems of organizing elements which was interfere logic of the readers. About 12 students organized all elements of the story which were somewhat logical. Only 2 students had

organized all elements the story such as characters, settings, plot, and theme logically.

Although the students could organize the elements of the story, they were still lack of supporting ideas for the plot and theme in cycle two. About 19 students were still lack of supporting ideas for the conflict and theme. There were 12 students who were lack of supporting ideas for the theme. Only 2 students had supported well ideas for all elements of the short story.

5) Improvements in using English writing style

The fifth sub skill of imaginative writing skills is using English writing style into the short story. The scoring criteria are presented at the following table 4.14 and the results of the writing test are reported after that at table 4.15.

Table 4.14. Scoring Criteria on Using Sentence Style, Quality of Expression, and Word Choice

Elements	Scores				
	5	4	3	2	1
5. Sentence style, quality of expression, and word choice	(a) Precise vocabulary usage; (b) Good order of words (c) Use of parallel structure; (d) Expression is concise;	(a) Good vocabulary; (b) Adequate order of words; (c) Sentence style is not wordy; (d) Expression is fairly concise	(a) Some vocabulary misused; (b) Not really good order of words (c) Sentences may be too wordy; (d) Expression is less concise ;	(a) Problems in vocabulary; (b) lack orders of words; (c)) Lack variety of sentence structure; (d) Expression is redundancy	(a) Inappropriate use of vocabulary; (b) Poor order of words; (c) No sentence variety; (d) No concept of good English expression

Table 4.15. Students' Writing Scores at Using Sentence Style, Quality of Expression, and Word Choice

Scoring criteria	Test at pre-research	Percentage	Portfolio test 1	Percentage	Portfolio test 2	Percentage
5	0	0%	0	0%	0	0%
4	3	9%	4	12%	3	9%
3	27	82%	26	79%	30	91%
2	3	9%	3	9%	0	0%
1	0	0%	0	0%	0	0%
Number of Students	33		33		33	

At the pre-research writing scores, from thirty three students, not any one got score 5 on the criteria of using English style into the short story. Three students got score 4. Twenty seven students got score 3 and three students got score 2. The students' total scores divided by the maximum total scores equaled 58 which meant below the passing grade. It can be said that the students' imaginative writing sub skill on English style into the short story is below the passing grade.

At cycle 1, the number of students who got score 5 is zero. There was an increase for the student who got score 4, from three became four. It was followed by twenty six students got score 3. Other three students got score 2. None got score 1. The students' total scores divided by the maximum total scores equaled 59 which meant below the passing grade. It can be inferred that there is an improvement of the students' imaginative writing skill on organizing elements of the short story at the first cycle of the research but below the passing grade.

The result of cycle 2 from thirty three students showed that there was no one got score 5 2, and 1. The score 3 dominated the students which has thirty pupils. They left three students who had score 4 in this test. If the students' total scores divided by the maximum total scores equaled 60, it meant the average

score was below the passing grade. It can be said that there is an improvement of the students' imaginative writing skill on using sentence styles, quality of expressions, and words choice of the short story writing at the second cycle of the research but it is still below the minimum requirement to pass the minimum grade.

From the research findings, it can be described that there were four students got improvements. Before the research was taken, many students were not able to use sentence and word styles in English. After the implementation of A Four-Phase Technique in cycle one, there were 3 students had problems concerning with vocabulary choice. 26 students had some vocabularies which were misused. Only 4 students who had good vocabulary but no one used precise vocabulary as the effect of translating words from Indonesian style into English one.

While in cycle two, there was a little progress on ordering words. All students were lack of ordering words into good sentence styles. About 30 students wrote not really in a good order of words. Only 3 students had adequate order of words. At last, they still had problems in ordering words into sentence styles and which had a quality of expression like English.

b. Changes in Classroom Situation

To know whether A Four-Phase Technique make a change or not in classroom learning situation, the researcher applies questionnaire instruments. The answers are the data categorized into change and no change as following:

Theoretic Mean (TM) $\leq x$ = Change

Theoretic Mean (TM) $> x$ = No change

The formula of mean for the instrument item is as follows:

$$TM = \frac{LS + HS}{2}$$

$$TM = \frac{(0 \times \sum i) + (1 \times \sum i)}{2}$$

Where:

TM = Theoretic Mean
 LS = Low scores
 HS = High scores
 $\sum i$ = Total scores

The data of the use of A Four-Phase Technique to change the class situation was obtained through a questionnaire consisted of eight valid questions with alternative answers yes or no options. It is given for 30 students of the eleventh grade of Language program in SMU 2 Sukoharjo as three of them were absent. Based on the data analysis using *SPSS version of 11.0 for Windows* program, it was obtained that the low score was 0 (0 x 8) and the high score was 8 (1 x 8). The score range is 8. the class number is 6. The mean was 6.53; median was 7.00; and modus was 7. Below was the distribution frequency table.

Table 4.16. Frequency Distribution for the Use of A Four-Phase Technique to Change Class Situation

Total score items	Frequen cy	Percent	Valid Percent	Cumulative Percent
2	1	3,3	3,3	3,3
4	1	3,3	3,3	6,7
5	4	13,3	13,3	20,0
6	5	16,7	16,7	36,7
7	12	40,0	40,0	76,7
8	7	23,3	23,3	100,0
Total	30	100,0	100,0	

Based on the above distribution frequency of the use of A Four-Phase Technique toward change of class situation, the histogram can be figured like this:

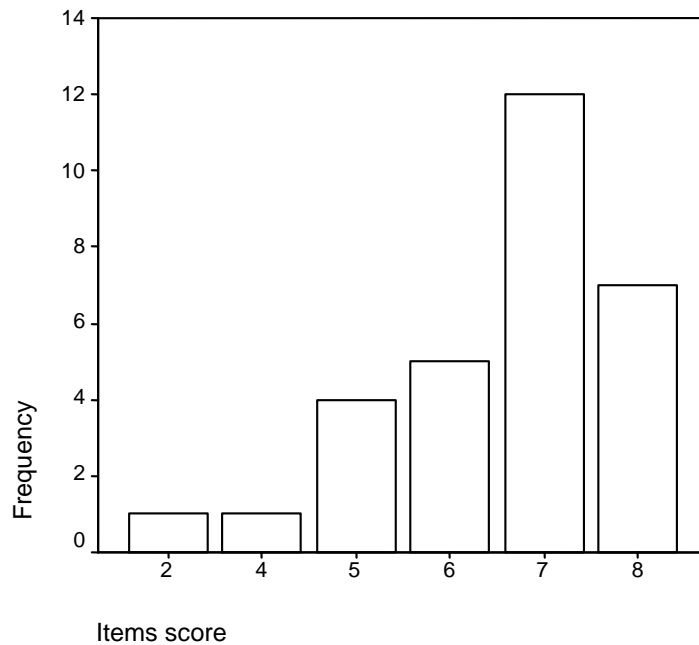


Figure 4.7. Histogram of the Frequency Distribution

Based on the table and the histogram above, the variable can be categorized as follows:

Theoretic Mean (TM) < x = Change

Theoretic Mean (TM) ≥ x = No change

$$TM = \frac{LS + HS}{2}$$

$$TM = \frac{(0 \times \Sigma i) + (1 \times \Sigma i)}{2}$$

$$TM = \frac{(0 \times 8) + (1 \times 8)}{2}$$

$$TM = \frac{0 + 8}{2}$$

$$TM = 4$$

Based on the standard reference, Theoretic Mean (TM) for the use of A Four-Phase Technique is 4. Then it can be categorized into two classes available at the tendency of frequency distribution table as follows:

Table 4. 17. Tendency of Frequency Distribution of the Use of A Four-Phase Technique

No	Interval	Frequency	Percent	Category
1	$TM < x$	28	93,3	Change
2	$TM \geq x$	2	6,7	No Change
Total		30	100,0	

Source: Appendix

Based on the table above it could be known that there were **28** students (**93,3%**) gave opinions that A Four-Phase Technique had made a change of classroom learning situation whereas **2** students (**6,7%**) thought that it made no change. Therefore it can be inferred that in general the students feel a change of the classroom learning situation by the use of A Four-Phase Technique. The changes in the classroom situation as of the use of A Four-Phase Technique cover the presence of inspiration, increase of motivation, higher efforts, appearance of cooperation, and more dynamic situation when learning takes place.

2. Discussion and Justification

The use of A Four-Phase Technique has brought improvements as it has an orderly presentation of learning messages that follows the way of the eleventh grade students on Language Program of SMU 2 Sukoharjo learn. It has phases that covers their styles of leaning, i.e. auditory (like to listen and remember in their mind), visual (learn by watching others do), kinesthetic (learn not only by listening, watching, and talking, but also by doing). Melvin L. Silberman (1996) categorizes those three styles of learning while Jerome Bruner in Silberman

(2000: 8) adds reciprocity which means learning by working collaboratively with others.

Following the sequence steps of this technique, In Attention phase the students listen to the teacher's verbal presentation and their memories reach up to 14 % of the whole messages of learning. To strengthen this, the teacher guides them to find their needs in learning at Need phase. When they realize that they need collaborative works to complete their writing, then they need a visualization of a writing model to be followed. According to Pike (1989), their memory reaches up to 38% if the teacher adds visual presentation in teaching-learning process. That is why at Visualization phase, the teacher uses auditory and visual media to reinforce the messages of learning. It saves 40 % energy and it is three times more effective if the learning to write uses the model to be shown equipped with instrumental music and pictures.

After visualizing their writing works following the model, learning is more effective as students experience them selves by doing and acting (John Holt in Silberman, 2000:4). Therefore in Action phase, the students express ideas of the story with their own language and ways. They activate their whole brain as affective, cognitive, and psychomotor domains work together to express, develop, and practice writing the stories. Grinder (1991) notes that from an average of 30 students in one class, 22 students are able to learn effectively as long as the teacher provides auditory, visual, collaboration, and kinesthetic activities.

Thus, the results of this research were satisfying in terms of: (a) the improvements of students' imaginative writing skills; and (b) the change of classroom learning situation. Each point is described more detail as follows:

a. Improvements of Students' Imaginative Writing Skills

1) Easy to express ideas

The use of A Four-Phase Technique can improve the students' ways in expressing elements of the short story as this technique uses imagination to explore the ideas. The teacher believes that the problems of the students in writing come up as they used to write topics concerning with real life. He then emphasizes to a thing which is real for the students i.e. imagination that enriches ideas with creativity of language uses. According to Halliwell (1992: 7), the act of imagining is much an authentic part of being a young learner. So, for example, describing a donkey that can talk to the old man may not involve actual combinations of words that they use about things in real life, but recombining familiar words and ideas to create such character is a normal part of teenager's life.

However, the concern to imaginative writing does not go along with the Piaget's work called cognitive constructivism (Eggen and Kauchak, 1996: 274). According to him, the language teaching needs to promote reality in the classroom as knowledge can be constructed and reconstructed internally by individuals using mental process. Moreover, Hudelson (1991) states that language learning occurs through learners figuring out how language works through making and testing out hypothesis about the language. Those opinions as well as the constructivists' beliefs put a great deal of learning through cognitive ways.

Above all, the research findings show that using imaginative ways of thinking has made the students easier to express and develop ideas related with elements of the short story. Before the research, the students have difficulties in expressing ideas in writing a short story. The result is that many of them like to imitate other's work when write it. However after conducting the research cycle 1, only one student imitates others' work and 17 students develop ideas from a similar story found in students' text book entitled Look Ahead 3 published by Airlangga Press. There are 6 students who develop ideas of the story from group works and 9 students develop the ideas genuinely. The findings show improvements in the cycle 2 that there is not any student who imitates other's work anymore. About 16 students try to develop ideas but miss elements of conflict and theme of the story. Other 8 students describe elements of the story but miss the theme and 9 students describe vividly character, plot, setting, theme of the story.

Thus, it can be inferred that imagination helps to express ideas especially in writing a short story where the reality is not the main source of ideas.

2) Easy to perform accurate grammar

The use of A Four-Phase Technique also brings an improvement as the technique allows correction of written work either done by the teacher or other students in groups. The students get revision concerning the accuracy of grammar from the teacher and get feedback related to the content of writing from peer solicitation. In task 6: Sentence writing, they develop their grammar skills by changing the forms of verbs and time signals, or the subjects of the sentences.

In this case, the students gain their own satisfaction as they have a willing to revise their own grammatical errors and rewrite them again in the second draft of writing. It is line with the opinion of Murcia et. al (2000: 100) that a writing class should bring the students to the point where they are willing to revise and feel comfortable about revising what they have written. Therefore they need to write their work correctly as Harmer (1991: 53) states that a piece of writing should be correct. If it has mistakes and half-finished sentences, it will be judged by native speakers as illiterate.

However, there is often a comment reflecting the fact that writing in a foreign language is all too often associated with 'correcting errors'. The students' work is often covered with red ink and no comment is made about whether the work is interesting or succeeded in its purpose. The correcting of errors done within group work does not give enough challenges for the students to develop their accuracy in grammar. Byrne (1988: 26) states that such kind of writing only develops their mechanical skills without giving the chance to create their own language. Therefore to make the students' writing meaningful, the teacher should focus not only the grammar accuracy but also on the content (Scott & Ytreberg: 1994: 68). Therefore the errors can be gently corrected and re-written in cooperation with the teacher.

Improvements can be seen from the research findings that there are twenty one students who get improvements. Before the research, the students performed many grammar errors. After conducting the research cycle 1, there are 3 students still have numerous serious grammar problems about plurals, articles, and

preposition. About 26 students have grammar problems of articles and plurals that are still apparent. Only 4 students are able to use acceptable plurals and preposition. In the end of the cycle 1, the students are able to avoid little by little grammatical errors after having correction from peers and feedback from the teacher especially in the areas of articles, plurals and preposition.

A progress has been made in the research cycle two that all students do not any difficulties dealing with singular and plural pronouns. In other grammar areas however, it is found that there are 16 students still have problems with agreement and verb forms. Despite of the fact that they still have grammar errors in those areas, about 17 students have acceptable uses of using verb forms. After having revision and correction, finally there are no students who used wrong agreement and verb forms.

3) Easy to use correct spelling and punctuation

Before the research, the students are difficult to use correct spelling and punctuation. A Four-Phase Technique then offers various tasks where students work in small groups, exchanging their work. Then they look for mechanical mistakes in each other's writing and attempt to correct them. The teacher marks symbols for spelling and punctuation mistakes that the students understand clearly what they mean. When firstly using the system of symbols, he underlines the word in the text and put the symbol in the margin. When students correct each other's work no symbol is necessary. In this way the students can revise from their first draft to final draft assisted by teachers and friends. It is in line with

Harmer (1991: 73) that the students feel easy to correct their mistakes in spelling and punctuation as they are done by both teacher and student.

On the other hand, this model of error correction is unchallenging and boring. Raimes (1983: 109) gives an opinion that it does not give enough challenges for students to develop their creativity in using the language when they are assigned to write a similar text with some changes in it.

Anyway, the finding of the research shows that most students have improvements on reducing spelling and punctuation mistakes. In the research cycle 1 there are twenty nine students who get improvements. Before the research begins, the students have more mistakes on spelling and punctuation. Then in the cycle 1, there is no student has errors in using capitals for names and sentence beginnings. On the other hand, 18 students still do mistakes in the area of words spelling that distracted the readers. Other 15 students only have occasional spelling errors. At the end of the cycle 1 after having feedback and revision, there are no students who still have problems with capital missing and spelling words.

The students have made improvements in cycle two. At first they get problems with full stops, apostrophes, comma, question, quotation, and exclamation marks. Next, it only becomes 7 students who still get problems of using full stops, comma, question, quotation, and exclamation marks. other 26 students have problems merely with full stops and comma. Finally after revision and correction, there are no students used wrong comma, full stops, question, quotation, and exclamation marks.

4) Easy to organize elements of the stories

A Four-Phase Technique brings improvements toward the students' imaginative writing skills as it uses a process approach in teaching writing where the assessment in a form of portfolio. Before the research, they cannot organize elements of the short story well. By having the process of writing starting from making drafts, revised ones, until the finished products has led them to organize the elements well. According to Raimes (1983: 10), the process of writing gives two benefits: First, giving more time for students to organize ideas and second, giving feedback on what they write in their draft.

Furthermore, the use of portfolio assessments has given chances to students to observe the progress of their writing. Paulson and Meyer (1991: 63) say that a portfolio assessment provides both teacher and students opportunities to observe the students to be creative and judge their performances of writing. While Hyland (2004: 1770) states that portfolio assessment reflects the practice of most writing course where teacher and students can serve to either drafts or final products to demonstrate process and improvement.

The improvements can be seen from the table of the research findings. It can be noted that there were three students get improvements. Before the research, most of them are difficult to organize ideas into elements of short stories. In the cycle 1 they have inadequate efforts at organizing the elements of the story. 19 students have problems of organizing elements which interferes logic of the readers. About 12 students organize all elements of the story which are somewhat logical. Only 2 students have organized all elements the story such as characters, settings, plot, and theme logically.

Although the students can organize the elements of the story, they are still lack of supporting ideas for the plot and theme in cycle two. About 19 students are still lack of supporting ideas for the conflict and theme. There are 12 students who are lack of supporting ideas for the theme. Only 2 students have supported well ideas for all elements of the short story.

5) Easy to use of sentence, expression, & words

The improvements have been indicated also on the syntactic areas. Before the research, the students were not able to use sentence and word styles in English. After the implementation of A Four-Phase Technique, the enhancement of the students' imaginative writing skills is identified especially with the adding more vocabularies. According to Pike (1989) it shows improvements up to 200% if vocabularies are taught using pictures media. It also improved syntactically on and supporting sentences in paragraphs as it is caused by the use of a portfolio assessment. It is stated also by Goerge (1995) that portfolio assessment provides students to write continuously from draft to draft.

From the research findings, it can be described that there are four students got improvements. Before the research is taken, many students are not able to use sentence and word styles in English. After the implementation of A Four-Phase Technique in cycle one, there are 3 students have problems concerning with vocabulary choice. 26 students have some vocabularies which are misused. Only 4 students who have good vocabulary but no one uses precise vocabulary as the effect of translating words from Indonesian style into English one.

Another proof of the improvements can also be taken from the students' writing scores from pre-research and portfolio tests shown in Table 4.18.

Table 4.18. Scores of Pre-research test, Portfolio test 1, and Portfolio test 2

Grade/ Score	Test at Pre- research	Percen tage	Portfolio test 1	Percen tage	Portfolio test 2	Percen tage
D(50-59)	15	45%	5	16%	0	0%
C(60-69)	8	25%	18	54%	15	45%
B(70-79)	7	21%	7	21%	8	25%
A (80-100)	3	9%	3	9%	10	30%
Mean Score		62.78		66.90		70.66
Number of Students	33		33		33	

Table 4.18 shows mean scores of the short story writing tests. The mean score is from the total of the score divided by the total number of students. The mean score of pre-research test is 62.78 derived from 2072 total score divided by 33 students. The mean score of portfolio test 1 is 66. 90 derived from the total score of 2208 per 33 students. The mean score of portfolio test 2 is 70. 66 derived from 2332 divided by 33 students. It can be concluded that there is improvement on the students' imaginative writing skills as the mean score are gradually up from pre-research, portfolio test 1, and portfolio test 2. The improvement of the students' mean score on imaginative writing skills is showed in figure 4.8.

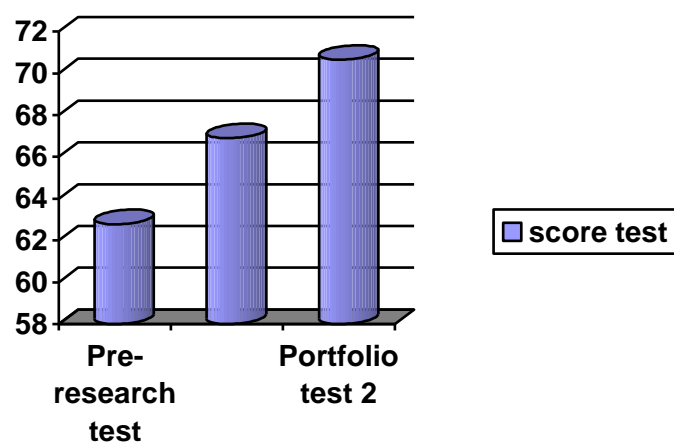


Figure 4.8 Mean Scores of Pre-research, Portfolio 1, and Portfolio 2 Tests

b. Changes in classroom situation

1) The class is inspiring

A Four-Phase Technique has made changes to classroom learning situation. Before the implementation of the technique, the class learning situation was uninspiring as the absence of the media such as pictures and instrumental music. After its implementation, the class is more inspiring as media of pictures are used maximally. Carol J. Kleider in Mulyaningrum (1996: 8) says that in teaching English as a new language, it is better to choose materials which are completed by pictures as they represent situations which inspiration comes in learners' minds. They are free to express ideas originally by using imagination.

Based on the findings, the improvements can be traced from each cycle. In cycle 1, the class situation is a little bit inspiring as the limited use of 6 pictures by flash cards in the story *The Old Man and Donkey*. It is more inspiring when the teacher uses the LCD to show the six pictures. Wright (1989: 17) gives an opinion that one picture can make the students want to give their attention and to take part

of the lesson. It becomes more and more inspiring as students make and decorate the six pictures to be collages for them to express ideas about the short story of *The Old Man and Donkey*.

In cycle 2, the situation is little bit inspiring as the eleven pages pictures of *The Mysterious Thief* shared in pieces of papers distract the attention of the students. It is more inspiring as the maximum use of LCD. It is at best when the students want to move around to do the learning activities and to finish the tasks. This change of students' behavior to become active and creative, to finish the tasks on time and to attend the English classroom activities and they are more enthusiastic are the effects caused by the use of pictures maximally in the learning process (Ryan, 1993: 4).

However, Elona Hartjes (2008: 3) disagrees about the use of instrumental music when teaching is on the way. She quotes as follows:

“Just so there is no confusion here, I want to say that I do not advocate listening to music during a lesson when I the teacher is teaching or during class discussions. During these times students need to be attentive listeners and listen to what is going on in the class.”

Psychologically, with instrumental music, emotional condition (affective domain) is crucial in adjusting the movement of hands (psychomotor domain) and brain (cognitive domain). Djohan, (2005: 27) states that if someone listens to music it will bring feelings of comfortable and delighted in doing activity, in this case, writing. Thus with instrumental music, students can enhance their imaginative writing skills as it brings relax feeling which can arouse inspiration.

2) The students are motivated to do writing activities

Initially at the pre-research, the learning activities did not motivate the students to join with. Later on after the post-research their motivation is high to deal with class activities. It is because A Four-Phase Technique includes cooperative writing for the students to learn writing. They learn more from their groups than they learn by themselves. As Baron and Byrne (1978: 234) conclude that "...not only are the students motivated when learning in an atmosphere of friendship, they also learn more". Indeed cooperative learning activities in writing increases their motivation as they gain their own satisfaction with their own work.

Moreover by joining in small and big group, they feel comfortable that encourages them to work in writing activities (Long & Potter in Arnold, 1983: 235). The impression of the learning activities is the fun condition of learning. It is assisted by open communication between teacher and students, sincere and warm situation in learning, feel accepted and appreciated, not under pressure, as learning with authority, under pressure, full of anger and command, is not conducive to the students. They feel unsafe, afraid to move, to talk, and even scared to improvise and explore. The result is they learn how to be not confidence, and not to be accepted by their immediate environment. With their unpleasant learning activities, it affects their motivation of learning in writing.

The research findings show that in initial research the students are somewhat motivated as they work with class to chain a story. They become more motivated as they get feedback from others and their works are having correction and revision. Later on they are more and more motivated knowing that they can

write longer. At last they feel highly motivated realizing that they can write a story.

3) The students pay attention to writing tasks

Before the research begins the students do not pay attention to writing tasks. At the end of the research there is a change that they are more in paying attention to the writing tasks. It happens as A Four-Phase Technique uses modeling as the central idea of social cognitive theory that people learn through interacting with and observing each other (Eggen and Kauchak, 1996: 218). This learning from models makes the students pay attention to the critical aspects of the model observed that can be in the form of writing tasks (Bandura, 1986). This is not only by sharing well-written paragraphs, but also by directing students' attention to specific elements that make the paragraphs well written, for example, spelling and punctuation.

It is strengthened by the research findings that in cycle 1 they are less attention as they are not sure what to do as no models of well-written story writing to imitate. When they write a story, they do not get revision from the teacher. By imitating the best models of writing, they pay more attention as they get marks to revise the spelling and punctuation mistakes. They are in a highly effort as they know their mistakes. They are getting pay more and more attention as they get used to learn from others. Finally in cycle 2 they have a high effort as they can write more pages with reducing more mistakes.

4) The students are enthusiastic in doing strategies of writing

The change can be seen from their behavior that at the pre-research they are not enthusiastic. But when A Four-Phase Technique includes strategies of writing from collaborative to independent ones, soon they are encouraged to share themselves in a group to do oral composition. The teacher also shares his enthusiasm to make them enthusiastic in doing chain story writing with whole class members as research indicates that teachers who present enthusiastically will spread enthusiasm to students in doing the tasks (Good and Brophy, 1994). Finally at the post-research, they are more enthusiastic as their story is shared to class that the reward is directed toward their group work not on individual work.

These findings of the research are coherent with Jerome Bruner (1986) who introduces social sides of learning says that by putting learners as social being in groups, they depend on each other. In groups, the students have positive interdependence but they do not depend on their friends (Kagan, 2003: 12). D. Johnson and Johnson (in Eggen and Kauchak, 1996: 503) state that:

“Interdependence means strategies of writing structured so that the students must depend on each other to successfully reach their goals. It can be promoted by giving them different tasks, materials, and by establishing group rather than individual rewards.”

A note taken from the model of teaching-learning process is the presence of cooperative writing and competitive writing. Cooperative writing changes the class structure into groups in cooperative nuance. Within this model, the interaction among them increases. At the end this will enhance their self confidence in writing and expressing ideas because they are assessed, needed, appreciated by their groups. Different with competitive writing, it emphasizes on

individual competition so the teaching leaning aims is focused on the achievement of individual competence. However they are not separated in the teaching learning process. Even they used interchangeably as competitive writing can arouse motivation of learning and for evaluation matters. Thus the students with their togetherness learn how to compete and to work together, and work as individual.

5) The students are interested in the techniques of writing

At the pre-research, they get bored as no variation in writing techniques. After the implementation of A Four-Phase Technique, they become interested in Attention phase as they go through the process of attention in observing the model. In Need phase they are more interested in knowing their needs in writing and keep retention in their memory, and are more interested in reproduction of the observed behavior viewed in Visualization phase as they can see the models of writing. Lastly they have motivation to produce the behavior to do writing in Action phase. Surely this technique can cause new behaviors, facilitating existing behaviors, change inhibitions, and arouse emotions that will keep interests in the lesson (Eggen and Kauchak, 1996: 231).

A Four-Phase Technique has made changes to classroom learning situation as the standard of Theoretic Mean (TM) is 4 or $TM < x$ (scores of each students) with the frequency tendency distribution equals 28 (93,33%). It means that there are 28 students give opinion that the use of A Four-Phase Technique has made changes in classroom learning situation. Only two students from thirty students who attend at the class think that it made no change to class situation.

CHAPTER FIVE

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter discusses about the conclusion of the research; the implication; and also the suggestion for English teachers, school principals, other researchers, and students. The discussion of each section will be delivered as such.

A. Conclusion

Derived from the discussion of research findings in the previous chapter, the writer intends to accomplish his study by carrying out a conclusion that A Four-Phase Technique improves students' imaginative writing skills and changes classroom learning situation. It can be indicated from the indicators below:

1. Improvements on the Students' Writing Skills

- a. Students are easy to express ideas dealing with the elements of the story such as characters, settings, plots, and theme of the story. Their skills are improved by the presence of interactive media such as sounds or pictures that give inspiration to express ideas using imaginative ways.
- b. Students are able to perform minimum grammatical errors in the case of tenses, articles, preposition, conjunction, word order, verb agreements, and pluralization. There is a sequence of activities such as writing for the first drafts, revised drafts, and final drafts to limit the students' grammatical errors. This sequence processes has motivated them to work on the class activities.
- c. Students are able to avoid many spelling & punctuation mistakes on their short story writing. An extraneous of tasks has been created by the teacher to enable the students eliminating their mistakes on spelling and punctuation in producing

accurate sentences. This makes the learning climate is a high- effort as students pay attention to the tasks of writing.

d. Students are easy to organize ideas of a short story's elements by the presence of good strategies that organize sentences into paragraphs, join paragraphs together, organize ideas into a coherent piece of discourse, and communicate ideas correctly based on its purpose. This makes the students enjoy the situation as there are a lot of variations in strategies of writing.

e. Students are able to use sentence and choose word styles in English to describe ideas of the story. The technique was dynamic as many paces of teaching that guides them from controlled to freer procedure of writing. The presence of A Four-Phase Technique has created good sentence styles and choice of words applied in certain of the story such as building up collaborative models of writing to be developed by students on their own.

The improvement can also be concluded from their scores. Before the use of A Four-Phase Technique their writing score was low but after the implementation of A Four-Phase Technique, the score was much higher. The mean score at the pre-research test is 62.78. It increases at the research cycle 1 that the mean score of portfolio test 1 is 66. 90. Then in the research cycle 2, the mean score of portfolio test 2 is 70. 66. It can be concluded that there is improvement on the students' imaginative writing skills as the mean score are gradually up from pre-research to research cycle1 and from the research cycle 1 to the research cycle 2.

2. Changes in Classroom situation

A Four-Phase Technique has already made changes to classroom learning situation of the eleventh grade of Language Program students of SMU 2 Sukoharjo at semester two in the Academic Year of 2009/2010. Before the implementation of A Four-Phase Technique, the class learning situation was uninspiring as the absence of the media such as pictures and instrumental music. The class activities did not motivate the students to join with. They were not motivated with the less effort-effect tasks given by the teacher. Furthermore, they were not enthusiastic as the absence of variation strategies in writing. In general, it made the teaching technique was monotonous as the teaching technique was monotonous. The students became not creative when they worked with assignments.

After the implementation of A Four-Phase Technique, the class is inspiring as media of teaching is used maximally. Their motivation is high dealing with class activities. This situation also gives effects to the students to pay attention more in working with the tasks. The variance of strategies in writing make them are enthusiastic. They are not bored anymore as the teaching technique in general is not monotonous anymore. This makes the students are creative and more cooperative when working in groups.

It can be known from the students' comments that there were 28 students (93,3%) gave opinions that A Four-Phase Technique had made a change of classroom learning situation whereas 2 students (6,7%) thought that it made no change. Therefore it can be inferred that in general the students feel a change of

the classroom learning situation by the use of A Four-Phase Technique. The changes in the classroom situation as of the use of A Four-Phase Technique cover the presence of inspiration, increase of motivation, higher efforts, appearance of cooperation, and more dynamic situation when learning takes place.

B. Implication

The research findings of this action research imply that A Four-Phase Technique really improve the students' imaginative writing skills. Furthermore the class situation changes fabulously. It is also found that the students' learning style become more authority-oriented. Their self concept toward learning writing is positive by improving their scores in writing. Their interests toward writing lesson increases as they pay attention more and submit the assignments on time.

The implications of this action research as follows:

1. Doing this action research, the researcher as a teacher can overcome the problems arises in his writing class. Furthermore the students get a great value in their learning which is writing is enjoyable lesson in English subject. Therefore as a teacher, the researcher will never give up in improving him self and his profession.
2. Using A Four-Phase Technique is strongly suggested. Many kinds of advantages for teachers, students when the technique is applied. Students will feel that learning is dynamic and fun without leaving their world surround.

C. Suggestion

Based on the findings, it is strongly suggested to use A Four-Phase Technique when teaching imaginative writing skills in English lesson. It is suggested to:

1. teachers to use A Four-Phase Technique in teaching imaginative writing skills. It definitely can improve the students' imaginative writing skills. There are many pictures and kinds of instrumental music to accompany A Four-Phase Technique.
2. school principals to provide internet or hot spot areas where teachers can download pictures and other medias to improve their writing skills.
3. other researchers are encouraged to follow up another research on the use of A Four-Phase Technique for other language skills.
4. Students to read more to improve their skills to write imaginative stories and to make writing becomes their habits to succeed in learning English.